

**EFFECT OF BIBLIOTHERAPY ON STRESS AMONG  
CHILDREN AT SELECTED ORPHANAGES,  
COIMBATORE**

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In Partial Fulfillment of the Requirement for the  
Award of the Degree of  
**MASTER OF SCIENCE IN NURSING**

**2014**

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CHILDREN AT SELECTED ORPHANAGES,  
COIMBATORE**

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Sri Ramakrishna institute of paramedical sciences

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The Tamilnadu Dr. M. G. R. Medical University, Chennai –32.

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## **Abstract**

Children are most likely to have physical, psychological and social problems. Stress is an important psychological problem more commonly seen in children and orphan children face immense stress due to complex needs. An interventional study was conducted to assess the effect of Bibliotherapy on the level of stress among children at selected orphanages. Pre-experimental one group pretest- posttest design was used to conduct the study. The sampling technique adopted for the study was purposive sampling. The level of stress was assessed by the structured stress assessment questionnaire. Forty five children between the age group of 10-13 years of Don Bosco Anpuillam and Maryalaya orphanage who were having stress were included in the study. Bibliotherapy was administered for thirty days and posttest was done on the last day by using the same structured stress assessment questionnaire. Paired 't' test was used to assess the effect of Bibliotherapy on stress among children at selected orphanages. The result showed that the mean scores of stress before and after Bibliotherapy were, 59.33 and 39.68 with the standard deviation of 13.07 and 8.07 respectively. The calculated 't' value 8.10 was compared with the table value (3.526) at 0.001 level of significance. The calculated 't' value is greater than the table value. Thus the research hypothesis was accepted which shows that there is a significant difference in the level of stress of the children at selected orphanages before and after implementation of Bibliotherapy. Hence it is concluded that Bibliotherapy can be implemented for reduction of stress among children between 10-13 years of age at orphanages.

## **INTRODUCTION**

Children are the assets of Nation. They are the members of families, communities, populations and overall society, which shape the context, experiences and opportunities of their lives. Children are the major consumers of health care. In India, about 35% of total population is children below 15 years of age. They are not only large in number but vulnerable to various health problems and considered as special risk group. Children always need special care to survive and thrive. Good health of these precious members of society should be ensured as prime importance in all countries. The triad problems, poverty, population explosion and environmental stress are great threat towards child health in developing countries (Parul, 2007).

Children are most likely to have physical, psychological problems and they likely faces social challenges during their childhood and those parents are a key in helping them manage these struggles. Stress is more commonly seen in children due to heavy work load in schools and due to broken families (Davis, 2013).

Stress is unavoidable and can occur in all facets of life. At some level, stress can be seen as a natural part of development and of adaptation to a changing environment. Yet the implications of stress for children and youth can be far-reaching, depending on its level and persistence. Stress that is prolonged and managed poorly can result in negative physical, mental, and cognitive outcomes for children and youth. Experiencing high levels of stress or chronic stress can undermine physical health. Other negative outcomes include anxiety, depression,

poor memory and language skills, and lower academic achievement. An increase stress can be seen in 10-13 years old children because of the current educational system, frustrations, adjustment problems with peer groups, teachers etc (Terzian et al, 2010).

Stress is common in all age groups. Children may find it difficult to adapt to the new changes. The failure to adapt to the social change itself may cause psychological problems. Like bereavement, social change and need to adapt to it create stress. Social and emotional difficulties can present both short and long term consequences for students. Increased susceptibility to depression and anxiety is a result of high stress level associated with being an orphan (Minde, 1988).

An orphan is a child permanently bereaved of or abandoned by his or her parents. They lack love and care, scholastic materials, school fees, good clothes, stable home, loneliness, discrimination and they are not able to choose what they want. Apart from these, they face immense stress due to complex needs for security, food, shelter, education and family connection (Safley and Max, 2006).

A study was conducted to assess the perceived stress and coping strategies of orphan children in St. German home, Asha Nikethan and Sri Ramakrishna home, Bangalore. Descriptive design was used for the study and through survey method among 70 orphans of different age groups, stress level and coping strategies were assessed by using rating scale. The non-probability convenient sampling method was used for the study. The study showed that there was increased level of stress among orphan children (Trivedi, 2008).

A study was conducted on the psychological well being among vulnerable children and institutionalized orphans. The study showed that many orphans and vulnerable children are forced to live in over crowded and understaffed orphanages and there were attachment difficulties, stress symptoms, neglect and abuse. This study suggests interventions to improve psychological well being of orphans by reducing stress (Godfrey et al, 2009).

Throughout the years many have continued to investigate the influence and potential of specific books for the treatment of a various mental health issues. The basic idea of Bibliotherapy can be traced back as far as the Greek and Roman time periods. Early Greeks realized the value of Bibliotherapy in their writings as a form of healing. Romans associated medicine and reading (Brown and Eleanor,1975).

The term Bibliotherapy is made up of two words: Biblio, originating from the Greek word Biblus (book), and therapy, referring to psychological help. Simply stated, Bibliotherapy can be defined as the use of books to help people solve problems. Webster's Dictionary (1985, p.148) defines it as "Guidance in the solution of personal problems through reading". There are two major schools of Bibliotherapy: "Cognitive" and "Affective". Most of the existing literature on Bibliotherapy with children is of affective Bibliotherapy (Gladding, 2005).

Bibliotherapy is an old concept in library science. The ancient Greeks maintained that literature was psychologically and spiritually important, posting a sign above their library doors describing itself as a "Healing place for the soul". Bibliotherapy has a long history and it is often defined as "Healing

through books.” Literary sources can assist with the resolution of complex problems. The children become preoccupied with the books and the engagement seemed to be good for their general sense of wellbeing for a variety of reasons (Jack and Ronan, 2008).

Reading is a dynamic process and it can be therapeutic. When we read a good book, we bring in our own needs and problems to the reading experience while interpreting the words according to our own frame of reference. We become involved with the characters and we could relate to them. As they worked through a problem, we too would be emotionally involved in the struggle. We become interested with the main issues discussed in the literature and most of the time it does concern us. The positive and negative emotions in the novels are also experienced. After reading a book a new insight is gained about our own situation and the ways to handle them. It is possible to renew our hope to carry on with life and its challenges (Yusuf et al, 2006).

Bibliotherapy is an adjunct to psychological treatment that incorporates books or other written materials, usually intended to be read outside of psychotherapy sessions into the treatment regimen. It is both an art and science. We find ourselves entering the world described in pages of good book and we get involved with the characters. We usually end up gaining new insights and ideas for our own lives as well. Bibliotherapy attempts to reshape the patient-reader’s thinking, which ideally may result in a positive attitudinal or behavioral change. In identifying with a person, character, or specific situation as related in a didactic or literary text, a patient reader may be able to purge him or herself of repressed feelings or thoughts. The patient-reader may gain insight into his or her own

behavior and problems through a strong identification with a character and thus be able to “take a step back” and accept a situation’s reality more easily. Through reading a person can learn that a problem he or she is facing is not unique - a realization that has the potential to reduce fear of the unknown. The patient-reader gains a feeling of universality, the realization that he or she is not alone with the problem (Shukry, 2006).

The Biblio-therapeutic process can create the following changes;

1. Create positive attitudes.
2. Produce personal and social adjustment.
3. Develop positive self image.
4. Relieve emotional pressures.
5. Develop new interests
6. Promote tolerance, respect and acceptance.
7. Encourage realization that there is good in all people (Forgan, 2002)

A study was conducted on effect of Bibliotherapy on stress / worry among inner-city first grade students. The samples selected for the study was 20 first grade students from an inner city elementary school in St. Paul, Minnesota and a modified stress assessment questionnaire was used. Bibliotherapy was administered in a large group settings lasting for 30 minutes five sessions a week for eight weeks. The findings of the study showed that the Bibliotherapy lessened the stress and worries of first grade students (Jensen, 2001).

### **1.1 Need for Study**

It is estimated that there are in between 143 million to 210 million orphan worldwide. The current population of the United States is just a little over 300 million to give an idea of the enormity of numbers, every day 5,760 more children

become orphans. About 21,02,400 more children become orphans every year in Africa alone. Russian study reported that of the 15,000 orphans aging out of state run institution every year, 10% committed suicide, 5,000 were unemployed, 6,000 were homeless and 3,000 were in prison within three years (UNICEF Report, 2011).

In India the highest population of children between 0-18 years is about 41% of the total population. Out of which approximately 20 million are orphan children which is approximately 4% of total children, around 13% of them live with either of their parent. (Sen et al, 2011).

A comparative study was performed to analyze the difference in stress level between school age orphans and non orphans. About 197 orphaned children and 528 non orphaned children with the age group of 8-15 years participated in the study. Through linear regression analysis there was statistically significant difference in education, health and stress outcomes in orphaned children than non orphaned children. The study proved that orphaned children have more stress than non orphaned children (Goldfarb,1955).

A study was carried out to assess the mental health problems/ emotional problems among 115 children aged 9-16 years (average), who were living in two orphanages in the Gaza strip. The children's age of admission to the orphanage (average 8.8 years) was higher than in traditional orphanages in other countries. This was related to the reasons for admission, following their father's death, and the inability of their remaining family to care for them. However, children retained substantial contact with their family of origin by visiting during school



holidays (88.6%) or being visited at the unit (97.4%). Using previous standardized mental health measures completed by the children and demonstrated high rates of anxiety, depressive and post-traumatic stress reactions (Thabet, 2007).

Orphan hood is bitter when associated with childhood. The orphans face immense stress which is portrayed through many studies by the researchers. Orphan hood and problems faced by orphans emerged as a serious threat to community and National development. One of the recently developed stress management technique is Bibliotherapy. It is a therapeutic reading of books both fictional and non-fictional books applied to reduce stress among children (Carballo et al, 2000).

The value of Bibliotherapy was first attributed to a belief that messages in stories could positively affect unconscious processes, even if the unconscious mind is not actively processing such messages. Children may find it easier to express themselves indirectly through the medium or metaphor of stories, an approach similar to therapy through the arts (Carlson. R, 2001).

An article on “Bibliotherapeutic literature: A key facet of whole language instruction for the at risk student” in the journal Reading Horizons (1994, volume 35) says that literature is the creative product of the minds of creative people. As a painting serves to fire the imagination, so does a fine story, a well composed poem or a good book and says that literature is not a subject that should be taught but one that should be read and enjoyed. It is through literature that children develop interests and pleasure in reading. More over literature stirs the imagination and creativity of children instead of destroying their interest and says that these are the basic foundations of lifelong learning (Ouzts, 1994).

An experimental study on coping with stress through Bibliotherapy- the effect of reading Zhuang zi's fables, a popularized version of fables for Taiwan college students. About 343 samples were selected by convenient sampling method and quasi experimental design was used. An inventory was used called the Philosophical Beliefs towards Stress Coping Inventory that was composed of 45 item Likert scale. The result showed that there was significant reduction in stress on financial problems, career planning, schoolwork and inter personal relationships. And suggested that which can be recommended by educational or health professionals as an alternative approach in coping with stress (Wei Fu, 2010).

According to the psychodynamic view, Bibliotherapy can be used as a self-help mechanism. From a developmental point of view it has been determined to be an essential component of healthy child development. This has been directly linked to cognitive development and reducing emotional pressures (Bogart, 2004).

The researcher had visited orphanages during the field visit and found that the children residing in the orphanage had stress related to complex needs of security, food, shelter, education and family connection. Many studies have proved that Bibliotherapy is an effective treatment modality in reducing stress, depression, and anxiety among children. Hence the researcher felt that Bibliotherapy would be effective in reducing stress among children at orphanages and which made the researcher to select the present study.

## **1.2 Statement of the Problem**

Effect of Bibliotherapy on Stress Among Children at Selected Orphanages, Coimbatore.

## **1.3 Objectives**

1.3.1 To Assess the Level of Stress Among Children at Selected Orphanages.

1.3.2 To Evaluate the Effect of Bibliotherapy on Stress Among Children at Selected Orphanages.

## **1.4 Operational Definition**

### **1.4.1 Effect**

It is the extent to which Bibliotherapy causes change in the level of stress among children at selected orphanages.

### **1.4.2 Bibliotherapy**

It is the therapeutic reading of moral story books daily one hour, for four weeks to reduce stress among children at selected orphanages.

### **1.4.3 Stress**

It is the state of mental strain or tension resulting from adverse /demanding circumstances experienced by children at selected orphanages, which is assessed by structured stress assessment questionnaire.

### **1.4.4 Children**

Children in the age group of 10-13 years living at selected orphanages, Coimbatore.

## **1.5 Hypothesis**

H<sub>1</sub> : There will be a significant difference in the level of stress among children at selected orphanages before and after Bibliotherapy.

H<sub>2</sub> : There will be a significant association between the selected demographic variables and pretest scores of children at selected orphanages.

## **1.6 Conceptual Framework**

This study was based on Ludwig Von Bertalanffy's General system model in 1968. According to this model, a system is a set of objects together with a relationship between the objects and between their attributes. The objects constituting the system behave together as a whole. Changes in any part affect the whole. In general system theory, the main concepts are input, throughput and output. Input and output are process in which system is able to communicate reaction with its environment. Input can be defined as any form of information, energy or materials that enter into general system through its boundary. Output is any energy information or matter that is transferred to the environment. Throughput is a process that occurs at some point between the input and output process. It enables its input to be transferred in such a way that it can be used readily by the systems (Kozier and Erb, 2006).

### **Input**

It is the assessment of level of stress among children at selected orphanages by using a structured stress assessment questionnaire and plan for administration of Bibliotherapy to the children at selected orphanages with stress.

### **Throughput**

It is administration of Bibliotherapy to the children at selected orphanages one hour daily for 4 weeks.

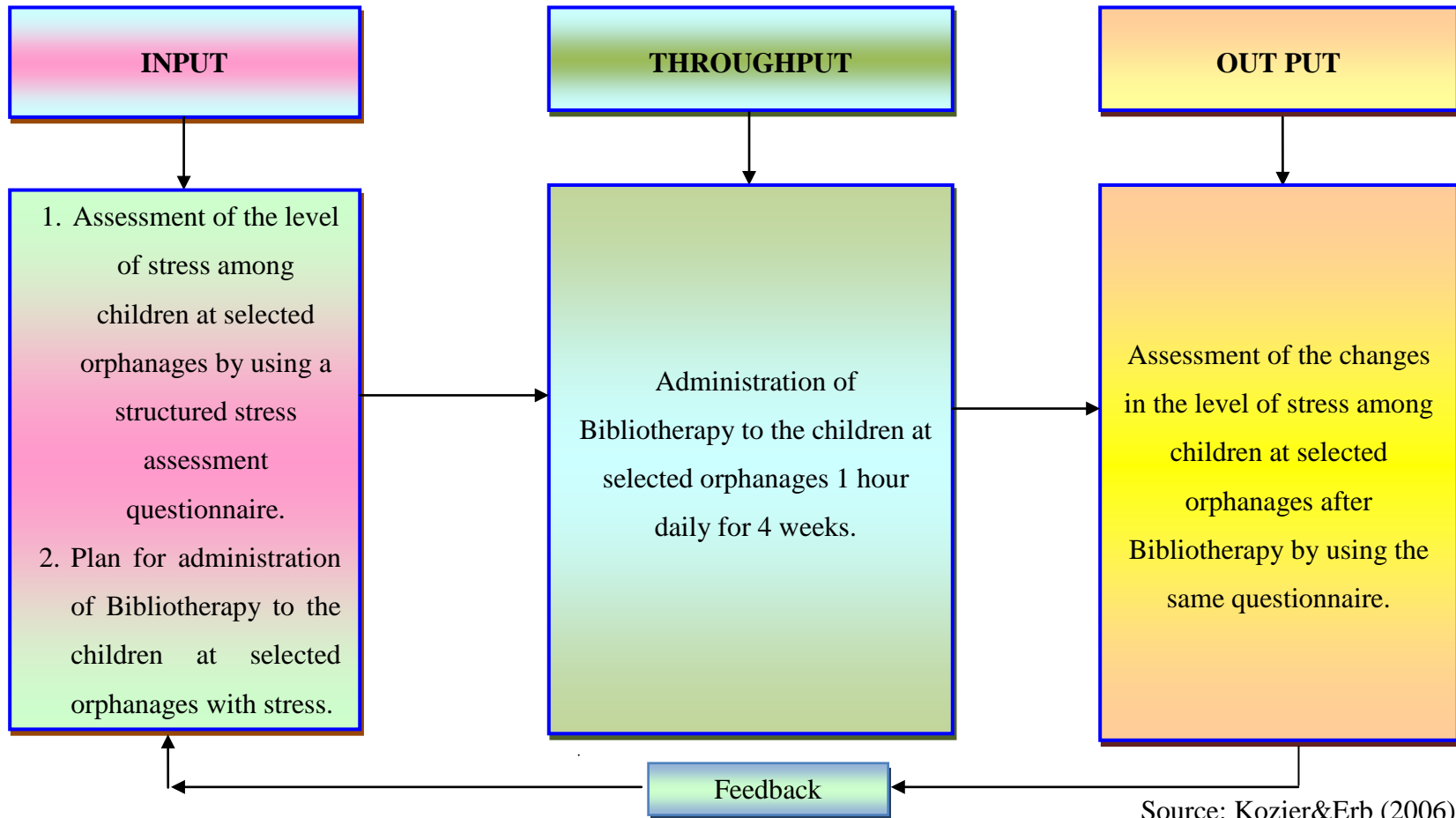
## **Output**

It is the assessment of the changes in the level of stress among children at selected orphanages after Bibliotherapy by using the same questionnaire.  
(figure 1.1)

### **1.7 Projected Outcome**

Bibliotherapy will reduce the level of stress among children at selected orphanages.

**Fig. 1.1**  
**Conceptual Framework Based on Modified General System Theory by Ludwig Von Bertalanffy**



## **REVIEW OF LITERATURE**

Literature review is an essential component to the researcher for the greater understanding of research problem and its aspects. A literature review is a body of text that aims to review the critical points of knowledge on a particular topic of research. It provides the researcher with an opportunity to evaluate many different approaches to the problem. The review of literature of the present study was collected and organized under three headings.

- 2.1 Literatures related to stress among children at orphanage
- 2.2 Literatures related to effectiveness of Bibliotherapy
- 2.3 Literatures related to effectiveness of Bibliotherapy on stress

### **2.1 Literatures Related to Stress Among Children at Orphanage**

Afework (2013) conducted a study to compare the psychological well being of orphan and non orphan children in Addis Ababa and to explore conditions or situations that could promote psychological well being for orphans. Both quantitative and qualitative methods were used. Three randomly selected participants were 120 orphan children, 120 non orphan children and 3 representatives of charity clubs in selected schools selected by purposive sampling method. A demographic questionnaire, psychological well being scale and interview instruments were administered. Data from quantitative survey were analyzed using percentages, t-test and Pearson's correlation. The qualitative data were analyzed using inductive thematic analysis. The survey showed that the orphans were having low psychological well being than non orphans.

Wanat et al (2010) conducted a study that describes challenges and strategies for coping with the challenges among individuals living in an institutional setting. The study used qualitative approach to analyze the interviews of fourteen participants-11 male and 3 females of age 10-24 years residing in an Indonesian residential institution (Orphanage and Muslim boarding school). Insufficient access to educational resources and basic necessities were major concerns of the participants, due to the residential institutions unresponsiveness and the lack of connection experienced by residents. Individuals coped with these challenges by turning to others for social support and by trying to change the focus of their thoughts, such as to more pleasant thoughts or simply to mentally disengage.

Fawzy and Fouad (2010) carried out a study on stress related emotional and developmental disorders among 294 orphan children from four orphanages in Sharkia governorate in the age group of 6-12 years old from both sexes and have no social limitation. An assessment of depression, stress, anxiety and self esteem and developmental disorders showed that the prevalence rate of depression was 21%, anxiety and stress was 45%, low self esteem was 23% and developmental disorders were 61%. The study concluded that there was high rate of emotional and developmental disorders among children in orphanage which is strongly interrelated with socio demographic characteristics.

Godfrey et al (2009) conducted a study on the psychological well being among vulnerable children and institutionalized orphans. The study showed that many orphans and vulnerable children were forced to live in over crowded and understaffed orphanages and there were attachment difficulties, stress symptoms, neglect and abuse. This study suggested interventions to improve psychological



well being of orphans by reducing stress.

Trivedi (2008) conducted a study to assess the perceived stress and coping strategies of orphan children in St. German home, Asha Nikethan and Sri Ramakrishna home, Bangalore. Descriptive design was used for the study and through survey method among 70 orphans of different age groups stress level and coping strategies were assessed by using rating scale. The non-probability convenient sampling method was used for the study. The study showed that there was increased level of stress among orphan children.

Cluver et al (2008) conducted a study to explore the mediating effects of the stress and other factors operating on community level, on association between orphanhood and mental health. The study assessed the associations of four risk factors that can potentially be addressed at a community level, bullying, stigma, community violence and lack of positive activities with psychological problem and orphanhood. About 1025 participants aged 10-15 years were recruited. Participants were interviewed using standardized psychological measures of depression, anxiety, posttraumatic stress, peer problems, delinquency, and conduct problems. Information on risk factors and demographic characteristics were also assessed. The participants reported stigma, fewer positive activities, bullying, and community violence. All community level risk factors were associated with poorer psychological outcomes. The study concluded that reduction of risk factors could potentially reduce adverse psychological outcomes among orphans.

Parikh et al (2007) conducted a study on psychological wellbeing and stress of orphaned children. About 41 orphans were given an arithmetic test and semi-structured questionnaire concerning any internalizing problems, their

attendance at school and their experiences of punishment, reward and hunger. The scale of internalizing problems comprised 21 items adopted from the Rand Mental Health and Beck Depression Inventories concerning mood, pessimism, somatic symptoms, and sense of failure, stress, anxiety, positive affect and emotional ties. The result revealed that 34% reported that they had contemplated suicide in the past year and multiple analysis indicated more female orphans go to bed hungry, no reward for good behavior and were not attending school regularly. This study concluded that the orphans not only had unmet basic needs but also had markedly increased stress, thus their long-term mental health would be jeopardized.

Cluver et al (2005) conducted a study to investigate mental health outcomes for urban children living in deprived settlements in Cape Town. 30 orphaned children and 30 matched controls were compared using standardized questionnaires (SDQ) on emotional and behavioral problems, peer and attention difficulties, and prosocial behavior. The orphan group completed a modified version of a standardized questionnaire (IES-8), measuring stress symptoms. Group differences were tested using t-tests and chi-square. Both groups scored highly for peer problems, emotional problems and total scores.

Sengendo and Nambi (1997) conducted a study and published in Supplement to Health Transition Review on psychological effect of orphanhood in a case study of 193 children in Rakai district of Uganda. Several methods of investigation were used for this study like Documentary review-Academic articles, professional reports and other forms of literature which have been written for similar situations. Purposive sampling was used in these investigations. Study population was composed of orphans 6-20 years under the education sponsorship

of World Vision. In depth interview was done using an interview guide. Focus group discussions were held with teachers, some orphans and Parish counseling and development committee members. In depth discussions were held on the emotions and behavior of the orphaned children and the precipitating factors for such behaviors. It has been shown that being an orphan, particularly as a result of AIDS has major psychological effects on the children left behind.

Ahmad and Mohamad (1996) conducted a study on socio-emotional development of orphans in orphanages and traditional foster care in Iraqi Kurdistan. Samples from the two available orphan care systems, the traditional foster care and the modern orphanages are examined at an index test and 1 year follow-up regarding competency scores and behavioral problems at both test occasions, and post traumatic stress reactions at a 1 year follow-up. Achenbach Child Behavior Check List and two instruments regarding post-traumatic stress disorder were used and the competency scores showed an improvement in both samples at the follow-up test, the problem scores increased in the orphanage sample and decreased among the foster care subjects. Moreover the orphanage sample reported higher frequency of post-traumatic stress disorder than the foster care children.

Proselkova et al (1995) conducted a comparative study to measure the level of stress and autonomy among 28 adolescent orphaned children and 42 non-orphaned adolescents. The tools used for the study were Manifest Stress Scale, Autonomy of the child test and a general data questionnaire. It was found that older orphaned adolescent manifested significantly greater stress [ $P < 0.01$ ] than the

non-orphaned adolescents. Autonomy was found lower in the orphaned adolescents.

Wolff et al (1995) conducted a comparative study on orphans of Eritrea. The social emotional state and cognitive development was compared between a group of seventy four 4-7 years old Eritrean orphans and refugee children living in families. Both groups had been exposed to the chronic stresses of war and drought, and the orphans had in addition, lost both parents to the violence of war, and were living in an overcrowded orphanage. Contrary to expectations, there were relatively few clinically significant differences between comparison groups. The orphans showed more behavioral symptoms of emotional distress, but performed at a more advanced level on cognitive and language performance measures.

Foster et al (1993) conducted a study on perceptions of children and community members concerning the circumstances of orphans in rural Zimbabwe. Focus group discussions and interviews were held with 40 orphans, 25 caretakers and 33 other community workers from a rural area near Mutare, Zimbabwe. Orphan concerns included feeling different from other children, stress, stigmatization, exploitation, schooling, lack of visits and neglect of support responsibilities by relatives. Many community members, while recognizing their limitations due to poverty, were already actively helping orphans and caretakers. Extended family networks are the primary resource for orphans, through some relatives exploit orphans or fail to fulfill their responsibilities. Interventions are suggested which support community coping mechanisms by strengthening the capacities of families to care for orphans.

Goldfarb (1955) conducted a comparative study to analyze the difference in stress level between school age orphans and non orphans. About 197 orphaned

children and 528 non orphaned children of age group of 8 -15 years participated in the study. Through linear regression analysis there was statistically significant difference in education, health and stress outcomes in orphaned children than non orphaned children. The study thus proved that orphaned children have more stress than non orphaned children.

## **2.2 Literatures Related to Bibliotherapy**

Das (2013) conducted a study on effectiveness of Bibliotherapy on social anxiety among adolescent through child to child approach in selected schools at Mysore. The research design adopted for the study was pre-experimental design. The sample selected for the study was 60 adolescent students of age group of 12-16 years old from selected government school at Mysore through random sampling technique. Social anxiety rating scale was used as the tool for the study. Data was analyzed according to the objectives and hypothesis of the study, using evaluative statistics like mean, median, frequency and percentage. Inferential statistics like chi square test, paired t test, standard deviation, cumulative percentage and data were presented in the form of tables, graphs and diagrams. The result showed significant reduction in the level of social anxiety among adolescents.

Kanarowski (2012) conducted a study on the influence of Bibliotherapy on children's attitudes towards peers who use Augmentative and Alternative Communication. The study was among 71 first grade children of age 6 and 7 years participated in either experimental group, where they heard and discussed a book that featured a child who used AAC or the control group, they heard and discussed a book featuring a child who did not use AAC. Participants then completed the AAC Acceptance scale for the children. Post intervention the experimental group

demonstrated significantly more negative attitudes in the affective and behavioral domains of attitude. The findings suggested the importance of teacher education about the efficacy of single use Bibliotherapy and the need for future research regarding elimination of attitudinal barriers towards individuals who use AAC.

Mathew (2012) conducted a study to evaluate the effectiveness of Bibliotherapy on reduction of anxiety among hospitalized children in the age group of, 8-12 years in selected hospitals, Mangalore. The research design adopted was interrupted time series design and 40 samples were selected through purposive sampling method among which 20 were assigned to experimental group and 20 to control group. The result showed significant reduction of anxiety level among hospitalized children.

Merlin (2012) conducted an interventional study on effect of Bibliotherapy on reduction of the level of anxiety among children of the age group of 6-12 years in pediatric ward of selected hospitals in Bangalore. True experimental pre-test post-test control group design was used for the study. 60 samples were selected using probability simple random sampling method. Hamilton anxiety rating scale was used to assess the level of anxiety among hospitalized children. There was a significant difference in the post-test score in the level of anxiety among hospitalized children in both experimental and control group.

Kuriakose (2012) conducted an interventional study on effect of Bibliotherapy on test anxiety among first year B Sc Nursing students of selected Nursing College at Mysore. Pre-experimental study with one group pretest posttest design was used in this study. The population of the study was first year BSc Nursing students who were experiencing test anxiety selected by purposive

sampling technique. The level of test anxiety was assessed by modified Sarason's test anxiety scale. The mean pretest level of test anxiety was 18.37 and the posttest level of test anxiety was 8.33. The effectiveness of Bibliotherapy was tested in terms of reduction in test anxiety in posttest at 0.05 level of significance. The mean pretest and posttest level of test anxiety was analyzed and the findings were statistically significant at 0.05 level. The association of pretest level of test anxiety was found to be significant with age, residential area and family income at 0.05 level of significance. This study showed that Bibliotherapy plays a major role in reducing the level of test anxiety among the first year B. Sc Nursing students.

Blechinger and Klosinski. G (2011) explained in a German article about the meaning of Bibliotherapy and expressive writing in child and adolescent psychiatry. It is a good field for the application of creative and playful therapies. The article also summarizes with a survey conducted in 122 child and adolescence psychiatric clinics in Germany, Austria and Switzerland to gain more information about their use. It takes into account the frequency of application of Bibliotherapy and expressive writing therapies depending on age and type of disorder, preferences amongst patient groups, as well as specific approaches. One of the two therapies was used by the two groups used on an irregular and non-systematic basis and rather symptom than diagnosis oriented. The survey showed that Bibliotherapy helps the patients in expressive writing.

Ilogho and Julie (2011) stated in an article published in Academic journal that Bibliotherapy (Book therapy) as an option for fostering student's motivation for academic success. Enhancing student's motivation for academic achievement is an important subject in educational psychology which requires serious attention. The research is a survey study and random sampling technique was adopted for

selecting the population sample. The respondents for this study were senior secondary school students from Iganmode Grammar School (a public school) and Grait International College (a private school) both located in Ota, Ogun State, Nigeria. The finding revealed that students who read diverse kinds of materials including textbooks used library material and acquired personal reading materials had their achievement through increased/enhanced motivation than those who did not read books, use library resources or acquire personal books.

Lowe (2009) conducted a study on helping the children cope through literature. In our society children are exposed to a much higher level of violence, instability, and death than in previous years. Through Bibliotherapy children can have an outlet of expression which helps to relate to characters and thus cope with their emotions. The study analyzed the appropriate children's book to assist children dealing with sensitive issues. Bibliotherapy provided guidance and resources required by students to securely pave the road to coping and healing consequently enabling academic and emotional progression.

Varunraj (2009) conducted a study to evaluate the effectiveness of Bibliotherapy on self esteem among adolescent girls studying in selected schools at Bangalore through quasi experimental design. There were 60 samples of age group of 13-16 years of old selected through non probability convenient sampling method. Self esteem rating scale was used in the study. The result showed there was a significant increase in self esteem among adolescent girls.

Sansgiry and Sail (2006) conducted a study on the use of Bibliotherapy; its use and efficacy in school that was organized by school psychologists. A survey was conducted and distributed to 119 registered and licensed school psychologists



in Utah to obtain information on this topic. Result indicated that Bibliotherapy was used by 82% of participants in the study and 91% used Bibliotherapy with children grade K-6 and the topics used with Bibliotherapy included self esteem, bullying, anxiety and grief. The study revealed that Bibliotherapy promoted self esteem in children and also relieved anxiety. Efficacy varied depending on the topic of Bibliotherapy.

Kierfeld and Dopfner M(2006) conducted a study on Bibliotherapy as a self help program for parents of children with externalizing problem behavior. The development of applicable alternatives to expensive and restrictedly available treatments becomes increasingly necessary and so a pilot study was conducted to test Bibliotherapy in the form of a manual-assisted self-help programme under minimum contact conditions for parents of children with externalizing problem behavior. A total of 21 children aged 6-15 years and diagnosed with Attention deficit/ Hyperactivity disorder and/or an oppositional defiant disorder, were recruited from an outpatient population. The Bibliotherapy lasted 10 weeks and consisted of working through a self-help book for parents, initial clinical interviews and pre and post treatment evaluations were included, as well as short weekly telephone contacts(approx. 20 min. per contact) with the parents. The children's externalizing behavior was significantly reduced during intervention. The parenting skills were strengthened. The satisfaction of the parents with the program was high.

Heath et al (2005) said in an article that children's health is a therapeutic tool for facilitating emotional growth and healing. Appropriately shared stories provide opportunities for children to gain insight and learn healthier ways to face difficulties. To increase familiarity with Bibliotherapy suggestions for effectively

selecting and sharing stories and strategies for creating a positive and productive learning experience were discussed. A list of children's books is provided to support counseling interventions.

Heyes and Morgan (2005) conducted a psycho-educational program "Helping adolescents cope was to help the young adolescents who is experiencing coping difficulties. Bibliotherapy intervention was provided to 112 samples. Participant's progress was monitored and evaluated using qualitative and quantitative measures. The psycho-educational program was found to be significantly effective in reducing participant's depression scores, in reducing their reliance on unproductive means of coping and overall in helping them cope.

Gregory and Judith (2004) conducted a study to assess the effectiveness of Bibliotherapy as a strategy to help students with bullying and eve teasing. The findings pertinent to teasing and bullying had made their way into children's literature over the course of child adolescent teasing in schools. The samples selected were 85 6<sup>th</sup> grade students. The study revealed that Bibliotherapy was effective in reducing stress among bullied students and that helped them to develop coping strategies for bullying and eve teasing that they face in schools.

Burke et al (2004) conducted a study to evaluate the efficacy and acceptability of a social story with tangible rewards to reduce children's disruptive bedtime behavior and frequent night walking. Four children (ages 2-7 years) with clinically significant disruptive bedtime behavior received the intervention, which consisted of a social story that sets forth parental expectations for appropriate bedtime behavior and rewards for meeting those expectations. The parent sleep diaries indicated that children had a 78% average decrease in frequency of disruptive bedtime behaviors from baseline to intervention, with another 7% decrease at 3 month follow-up. Night walking, a problem for 2 children during

baseline were not a problem during intervention and follow-up. Parents reported improved daytime behavior for 3 of the 4 children.

Fitzgerald and Jane (2003) described in an article that with any form of treatment, Bibliotherapy is effective only if it actively engages the client's desire for and belief in recovery. The nature of the disorder itself may preclude in-office treatment for some people like persons suffering from agoraphobia. The current research indicates that a Bibliotherapeutic approach can be highly effective in helping agoraphobics to understand better and cope with their symptoms.

Jake (2001) described in an article about the application of Bibliotherapy as a recreation therapy. Good books can alleviate feelings of alienation when readers recognize characters with feelings, thoughts and circumstances similar to their own. This can be especially therapeutic for someone who is in the process of recovery or rehabilitation from a disabling condition. Books can help clients to objectify their own experience, come to a better understanding, and move on to more positive attitudes and relationships in life.

Tolin (2001) conducted a case study on Bibliotherapy and extinction treatment of obsessive compulsive disorder in a 5 year old boy. Treatment consisted of parent and teacher directed extinction of compulsive reassurance seeking and Bibliotherapy with an age appropriate book on OCD. Compulsive behavior decreased rapidly and remained at low level through the remainder of treatment. At post treatment and at 1 and 3 month follow up assessments, the patient's OCD symptoms were markedly improved. This report suggested that very young children may respond well to brief Continuous Bibliotherapy.

Foson and Husband (1999) conducted a study to assess the stories that can be used to help children cope with the worries and fears precipitated by illness, medical procedures, and hospitalizations. Stories with appropriate symbolic themes are readily available in children's literature. Individuals without special training in counseling or emotional support of children can quickly learn to use these stories effectively. The study concluded that parents can be motivated to make their child an effective reader because this role reinforces their natural supportive relationship with their child.

Amer (1999) conducted a study on the effect of Bibliotherapy for children to cope with short stature and diabetes and their feelings. Twenty seven children referred to a pediatric endocrinologist, aged 7-16 years, participated in interviews after reading a work of fiction. A semi-structured interview guide was used in both groups to elicit feelings about the work of fiction, feelings of self-esteem, and attitudes towards the condition. The findings of the study are children freely discussed their feelings about school experiences and condition-related issues. Several themes emerged from data analysis including the child's development of compensatory attributes, responses to teasing, and management of diabetes. This study confirmed that Bibliotherapy is an effective nursing intervention in children with short stature and diabetes. Bibliotherapy can be used by nurses to facilitate open discussion between nurses, children and families.

### **2.3 Literatures Related to Effectiveness of Bibliotherapy on Stress**

Henney and Weckworth (2012) conducted a study on Bibliotherapy-Using children's books to address student's social and emotional concerns. Limited time and resources have made it increasingly challenging for schools and parents to effectively address these issues. The study reviewed current literature in the

psychological and educational fields related to using Bibliotherapy to assist students in overcoming difficult experiences. This study used a comprehensive Bibliotherapy implementation guide which includes a selection of prepared lesson plans to accompany specific children's books that address common concerns experienced by students including-bullying, disabilities, fears, stress and anxiety, grief and loss, and poor social skills. It helped students develop critical competencies, such as coping stressful situations and problem solving skills.

Muto et al (2011) conducted a study in United States to assess the effectiveness of Bibliotherapy for enhancing mental health of Japanese International students. Data was collected from 70 students from who have 80% clinical cut-offs. The study results revealed that students who received the book had shown significantly better general mental health. Moderately depressed or stressed and severely anxious students showed improvement compared to those not receiving the book. The study concluded that Bibliotherapy improved the mental health and psychological flexibility of Japanese international students.

Wei Fu (2010) conducted an experimental study on coping with stress through Bibliotherapy- the effect of reading Zhuang zi's fables, a popularized version of fables for Taiwan college students. About 343 samples were selected by convenient sampling method and quasi experimental design was used. An inventory was used called the Philosophical Beliefs towards Stress Coping Inventory that was composed of 45 item Likert scale. The study revealed significant reduction in stress on financial problems, career planning, schoolwork and inter personal relationships. Females are more influenced than males in stress reduction by self help Bibliotherapy. The result showed beneficial effects of

intervention, which can be recommended by educational or health professionals as an alternative approach in coping with stress.

Kilfedder et al (2010) conducted a randomized study to assess the effectiveness of three interventions such as face to face counseling, telephone counseling and Bibliotherapy for occupational stress. Data was collected from 90 National Health Service employees by using General Health Questionnaire and Perceived Stress Scale. The study results revealed that the three intervention groups are equally effective and the Bibliotherapy is the least costly of the three.

Reeves and Stace (2005) conducted a study on mild to moderate stress through Assisted Bibliotherapy with an adult clinical population referred by their general practitioner in primary care. Assisted Bibliotherapy is a brief intervention for a period of 8 weeks with limited therapist contact of 20 minute session. Non parametric statistical testing of scores from the Zung Anxiety Scale and the clinical outcomes in Routine Evaluation questionnaire indicated positive results. There was a significant improvement at post treatment, which was maintained at 3 month follow-up.

Jensen (2001) conducted a study on effect of Bibliotherapy on stress / worry among inner-city first grade students. The samples selected for the study was 20 first grade students from an inner city elementary school in St. Paul, Minnesota and a modified stress assessment questionnaire was used. Bibliotherapy was administered in a large group settings lasting for 30 minutes five sessions a week for eight weeks. The findings showed that a percentage of first grade students participating in Bibliotherapy, lessened their stress and worries.

Smith (1991) conducted an interventional study on the effect of Bibliotherapy as a strategy to reduce transient stress related to standardize testing on 106 sixth grade students. The samples were selected through convenience sampling consisting of 160 sixth grade students from four classrooms in two public schools located in central Arizona. The Spielberger State-Trait Anxiety Inventory and Iowa test of Basic Skills Reading Comprehension subtests were analyzed before investigation. Data was collected from daily observations made on individual subjects for a six week period. Frequency tallies representing student's inappropriate behaviors were recorded in Behavioral logs, a modification of the Overt Behavior Rating Scale. Data obtained from the observations were examined to determine the effect of Bibliotherapy and Analysis of Variance was used to determine significance. On analysis there was significant effect in increasing student reading comprehension scores as a result of the Bibliotherapy treatment.

## **METHODOLOGY**

The present study was designed to assess the effect of Bibliotherapy on stress among children at selected orphanages of Coimbatore. The methodology employed in the present study comprised of research approach, research design, setting, population, sampling, criteria for sample selection, variables of the study, tools for data collection, pilot study, procedure for data collection and techniques of data analysis and interpretation.

### **3.1 Research Approach**

In the present study the researcher aimed to determine the effect of Bibliotherapy on stress among children at selected orphanages. Hence to achieve the objectives of the study, quantitative research approach was found to be appropriate and adopted in the study. The researcher manipulated independent variable since it controls and measures changes in the dependent variable.

### **3.2 Research Design**

Pre-experimental one group pretest-posttest design was adopted by the researcher as the study aims to evaluate the effect of Bibliotherapy on stress among children at selected orphanages of Coimbatore. It follows basic experimental design but fail to include control group and randomization.

### **3.3 Setting**

The study was conducted in DonBosco Anbuillam and Maryalaya orphanage which was 8 km and 5 km from Coimbatore city. The total strength of DonBosco Anbuillam was 80 and Maryalaya it was 50 children. The Maryalaya orphanage is funded by Kovai Auxilium Selesian Sisters Society and Don Bosco Anbuillam is funded by a French organization.



### 3.4 Population

The population of the study were 49 children between 10-13 years of age at selected orphanages, Coimbatore.

### 3.5 Sampling and sample size

A total of 49 children in the age group of 10-13 years were residing in both the orphanages. Out of them, 45 children who had low level, medium level and high level of stress were selected for the study using purposive sampling technique. Sample size was determined by the following formula.

$$n = \frac{t^2 \times p(1-p)}{(ME)^2}$$

Where,

n = Sample size

t = Significance or confidence level

p = Proportion of orphan children

ME = Margin of error

t = 90% or 1.65

p = 4% or 0.04

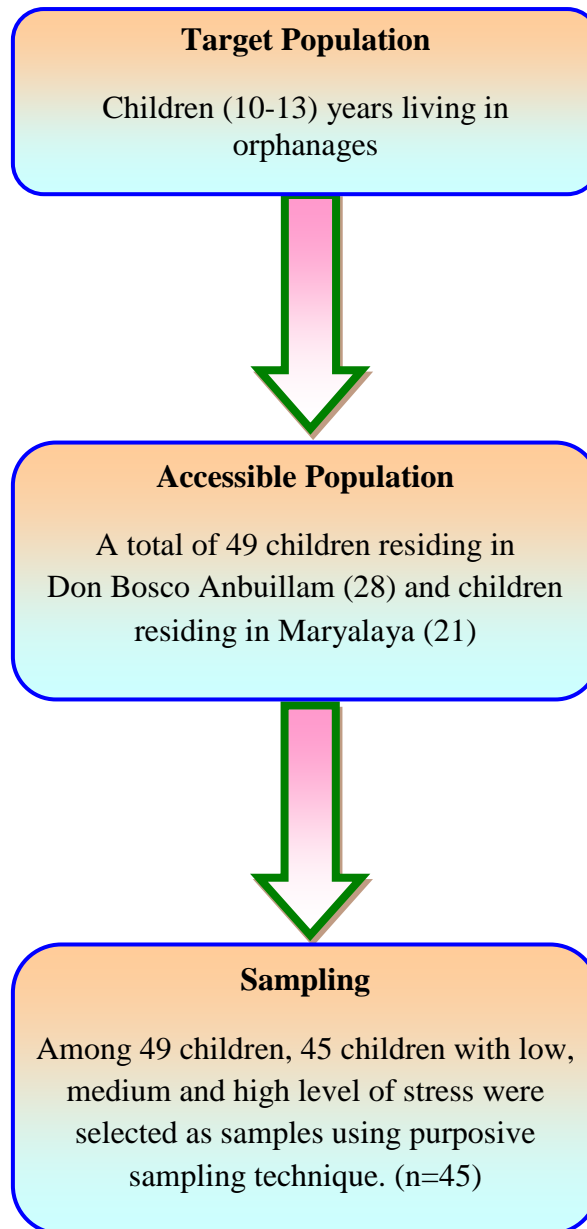
ME = 5% or 0.05

n =  $(1.65)^2 \times 0.04(1-0.04) \div (0.05)^2 = 41.34$

Sample size (n) = 45

**Figure 3.1**

**Schematic Representation of Sampling Process**



### 3.6 Criteria for Sample Selection

The samples were taken based on the following inclusion and exclusion criteria.

#### 3.6.1 Inclusion criteria

1. Children at orphanage who were willing to participate.
2. Children at orphanage who had low level, medium level and high level stress.

#### 3.6.2 Exclusion criteria

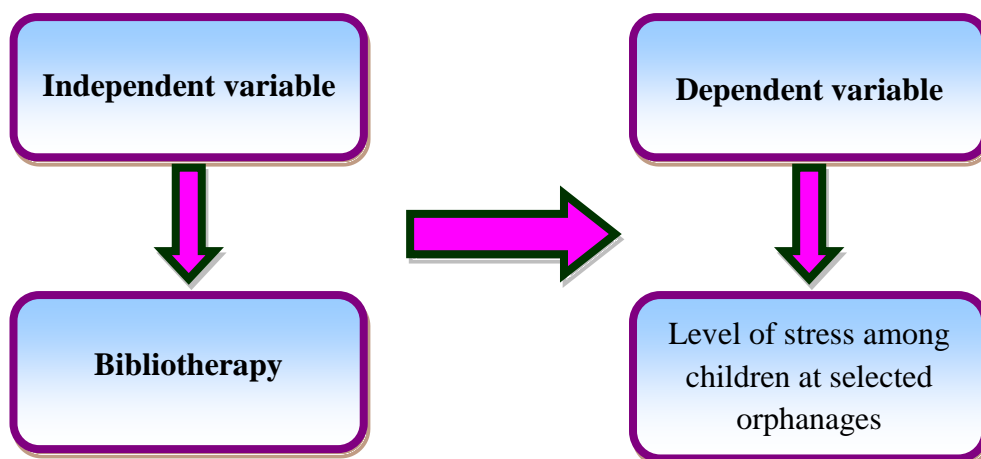
1. Children at orphanage who were mentally challenged.
2. Children at orphanage who were critically ill.

### 3.7 Variables of the Study

The Independent Variable in the present study is Bibliotherapy and Dependent Variable is the level of stress among children at selected orphanages.

**Figure 3.2**

**Schematic Representation of Variables**



### **3.8 Tools for data collection**

The following tools were used for the study;

#### **3.8.1 Questionnaire to collect demographic profile**

#### **3.8.2 Structured questionnaire to assess the level of stress among children**

#### **3.8.3 Bibliotherapy**

#### **3.8.1 Questionnaire to Collect Demographic Profile**

Demographic profile consists of Sample number, Age, Gender, Standard of study, Presence of parents, and Duration of stay in the orphanage.

#### **3.8.2 Structured Questionnaire to Assess the Level of Stress Among Children**

A stress assessment questionnaire was constructed by the researcher with the help of available literatures and expert's guidance to assess the level of stress. The questionnaire consists of thirty five questions described under five aspects namely – physical, behavioral, emotional, social and academic aspect. Each aspect contains seven questions.

The responses are scored as, Never-0, Rarely-1, Sometimes-2, Often-3 and Very often-4. The scoring of stress assessment tool was done by adding the total score of each item. The maximum score was '140' and minimum score was '0'. The score was interpreted as, 0-34 Good control over stress, 35-69 Low level of stress, 70-104 Medium level of stress and 105-140 High level of stress.

#### **3.8.3 Bibliotherapy**

The basic idea of Bibliotherapy can be traced in Greek and Roman periods. Early Greeks realized the value of Bibliotherapy in their writings as a form of healing. Romans associated medicine with healing. Bibliotherapy is the

intervention of therapeutic book reading applied to reduce stress among children. Moral story books (Panchathantra stories, imaginary stories and fairy tales) were administered to the samples for reading. Bibliotherapy is administered daily one hour for a period of four weeks.

### **Procedure**

The following steps were adopted by the researcher. The researcher instructed the child to,

- Step-1 : Sit in a comfortable reading environment.
- Step-2 : Select the books according to their interest.
- Step-3 : Read the books.
- Step-4 : Discuss about the content in the book.
- Step-5 : Replace the book after reading.

Finally the procedure was documented.

### **Validity and Reliability of the Tool**

It refers whether an instrument accurately measures what it is supposed to measure. The prepared tool along with the problem statement, objectives, operational definition and hypothesis was validated by four subject experts that included three nursing faculty and one medical guide. The experts were requested to give their opinion and suggestions regarding relevance, appropriateness, accuracy and degree of agreement in each item of the tool. Suggestions and recommendations given by the experts were accepted and necessary corrections were done.

The reliability of the tool was determined by test retest method. The coefficient of correlation ( $r$ ) 0.85 was found to be positive and significant at 0.01 level.

### **3.9 Pilot Study**

Pilot study was conducted to find out feasibility and practicability of the study. The study was conducted in Aravanaikkum Anbuillam, Peelamedu for a period of ten days. Totally twenty six children in the age group of 10-13 years were residing in the orphanage. A structured stress assessment questionnaire was used to assess the level of stress and from which twenty children with stress were selected as samples using purposive sampling technique. Bibliotherapy was administered daily one hour for a period of ten days. Post-test was done on last day with the same questionnaire. Data collected were tabulated and analyzed using descriptive and inferential statistical methods. The result showed that there was a significant reduction in the level of stress among children at selected orphanage after Bibliotherapy. The researcher had not faced any difficulties and no changes were made after the pilot study.

### **3.10 Procedure for Data Collection**

The main study was initiated after the pilot study. The validated tool was used for data collection and the data was collected for a period of thirty days. The researcher got permission to conduct the study in DonBosco Anbuillam and Maryalaya Orphanage. On the first day structured stress assessment questionnaire was administered to assess the level of stress among forty nine children in the age group of 10-13 years. Among forty nine children, forty five children who had low level and medium level and high level of stress were selected as samples using purposive sampling technique. From the next day, Bibliotherapy was administered daily one hour for a period of thirty days and on the last day posttest was done to assess the level of stress using same stress assessment questionnaire. The effectiveness of Bibliotherapy was determined through comparing the pre-test and post-test scores.

### 3.11 Technique of Data Analysis and Interpretation

The frequency tables were formulated for all significant information. Descriptive and inferential statistical methods (Paired 't' test and Chi square test) were used for data analysis. Descriptive statistical method was applied for the analysis of demographic variables. Inferential statistical methods were used to identify the effect of Bibliotherapy on stress and association with demographic variables.

#### 3.11.1 Paired 't' test

Paired 't' test was used to find out the significance of Bibliotherapy.

$$t = \frac{\bar{d}}{SD} \sqrt{n}$$

$$\bar{d} = \text{Mean of difference}$$

$$SD = \text{Standard deviation}$$

$$n = \text{Number of samples}$$

#### 3.11.2. Chi-Square (with Yates correction) test

Chi-Square (with Yates correction) test was used to find out the association between pretest stress level and selected demographic variables.

$$\chi^2 = \frac{[\sum (O - E) - 0.5]^2}{E}$$

Where,

$$O = \text{Observed value in each category}$$

$$E = \text{Expected value in corresponding category}$$

$$0.5 = \text{Yates correction value}$$

## **DATA ANALYSIS AND INTERPRETATION**

Analysis of the data can be defined as the systematic organization and synthesis of research and testing of the research hypothesis using these data. The aim of the study was to determine the effect of Bibliotherapy on stress among children at orphanage. This chapter deals with the analysis and interpretation of data collected from 45 orphan children.

The data gathered were analyzed and interpreted in the light of the objectives and hypothesis of the study. Descriptive and inferential statistics were employed to analyze the data. Frequency and percentages were used to represent the sample characteristics and level of stress was analyzed through mean, standard deviation and mean percentage. Paired 't' test was used to analyze the effect of Bibliotherapy on stress and chi-Square (with Yates correction) test was used to assess the association between pretest stress level with selected demographic variables.

The data obtained from the orphanage children are organized, analyzed and presented based on the following headings.

**SECTION I** : Demographic characteristics of the participants at selected orphanages.

**SECTION II** : Assessment of stress among children at selected orphanages.

**SECTION III** : Effect of Bibliotherapy on stress among children at selected orphanages.

**SECTION IV** : Association between selected demographic variables and pretest scores of children at orphanage.



## SECTION I

### 4.1 Demographic Characteristics of the Participants at Selected Orphanages

This section deals with the distribution of participants according to their demographic characteristics. The obtained data on demographic characteristics is described under the subheadings, which includes age, gender, religion, presence of their parents and duration of stay in the orphanage.

Data is analyzed using descriptive statistics and are summarized in terms of frequency and percentage.

**Table 4.1**  
**Frequency Distribution of Children at Selected Orphanages Based on Age**  
**n=45**

S. No	Age in Years	Number of Participants	
		Frequency	Percentage (%)
1.	10	2	4
2.	11	4	9
3.	12	9	20
4.	13	30	67

The above table depicts that, 30 (67%) children belong to the age group of 13 years, 9 (20%) belong to 12 years of age, 4 (9%) of them belong to 11 years and a least of 2 (4%) children belongs to 10 years of age.(Figure 4.1)

**Table 4.2**  
**Frequency Distribution of Children at Selected Orphanages Based on Gender**  
**n=45**

S. No	Gender	Number of Participants	
		Frequency	Percentage (%)
1.	Male	25	56
2.	Female	20	44

The above table explains the data on gender which reveals that, 25 (56%) children were Males and 20 (44%) were Females. (Figure 4.2)

**Table 4.3**  
**Frequency Distribution of Children at Selected Orphanages Based on Religion**

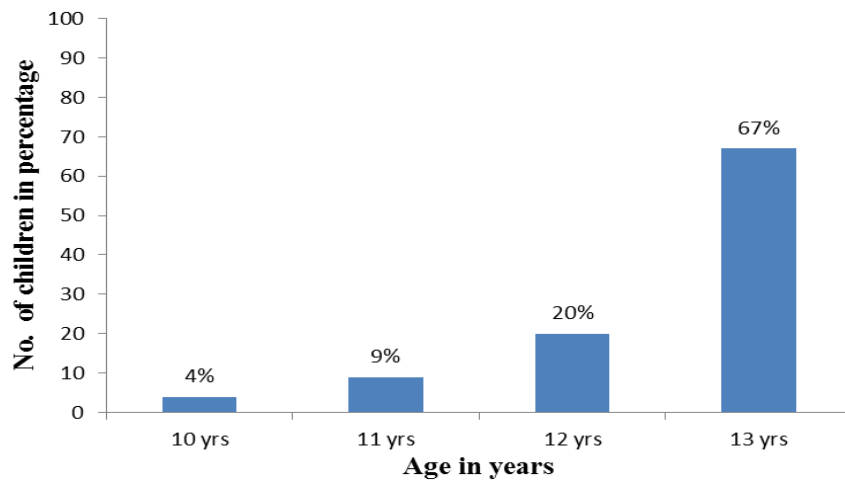
**n=45**

S. No	Religion	Number of Participants	
		Frequency	Percentage (%)
1.	Hindu	33	73
2.	Christian	12	27

The above table reveals that 33 (73%) children were Hindus and 12 (27%) were Christians.(Figure 4.3)

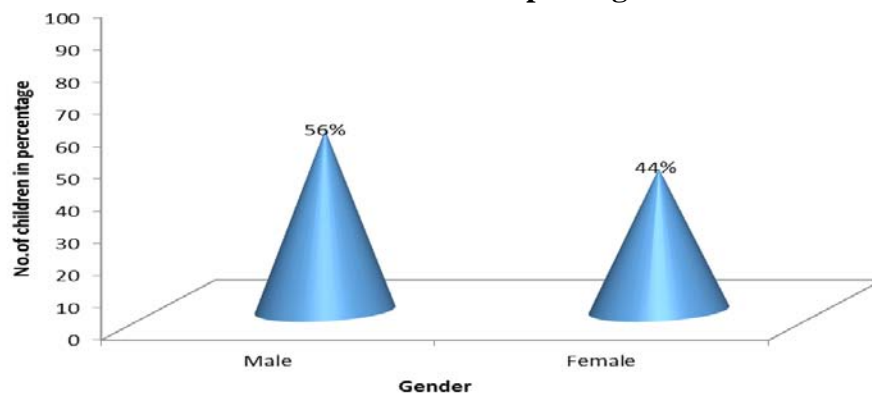
**Figure 4.1**

**Distribution of Children at Selected Orphanages Based on Age**



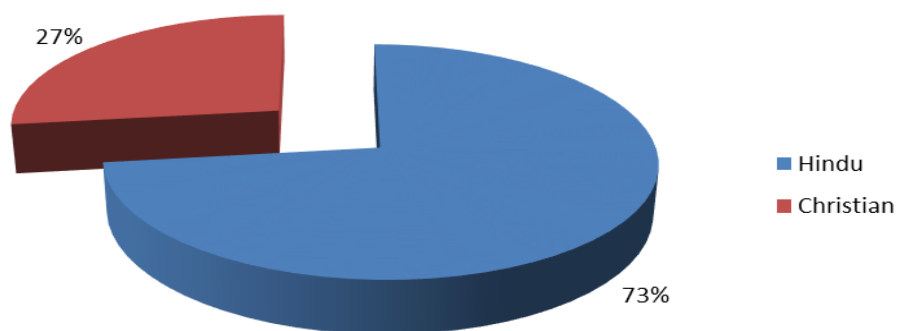
**Figure 4.2**

**Distribution of Children at Selected Orphanages Based on Gender**



**Figure 4.3**

**Distribution of Children at Selected Orphanages Based on Religion**



**Table 4.4**  
**Frequency Distribution of Children at Selected Orphanages Based on**  
**Standard of Study**

**n=45**

S. No	Standard of study	Number of Participants	
		Frequency	Percentage (%)
1.	5 <sup>th</sup> standard	5	11
2.	6 <sup>th</sup> standard	4	9
3.	7 <sup>th</sup> standard	20	44
4.	8 <sup>th</sup> standard	16	36

Data on the standard of study reveals that 20 (44%) children were studying in 7<sup>th</sup> standard, 16 (36%) in 8<sup>th</sup> standard, 5 (11%) in 5<sup>th</sup> standard and 4 (9%) children were studying in 6<sup>th</sup> standard. (Figure 4.4)

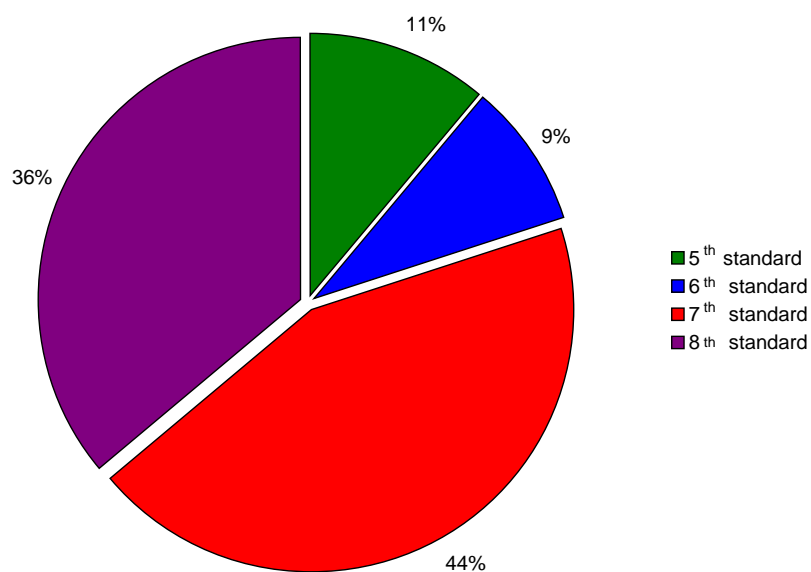
**Table 4.5**  
**Frequency Distribution of Children at Selected Orphanages Based on**  
**Presence of their Parents**

**n=45**

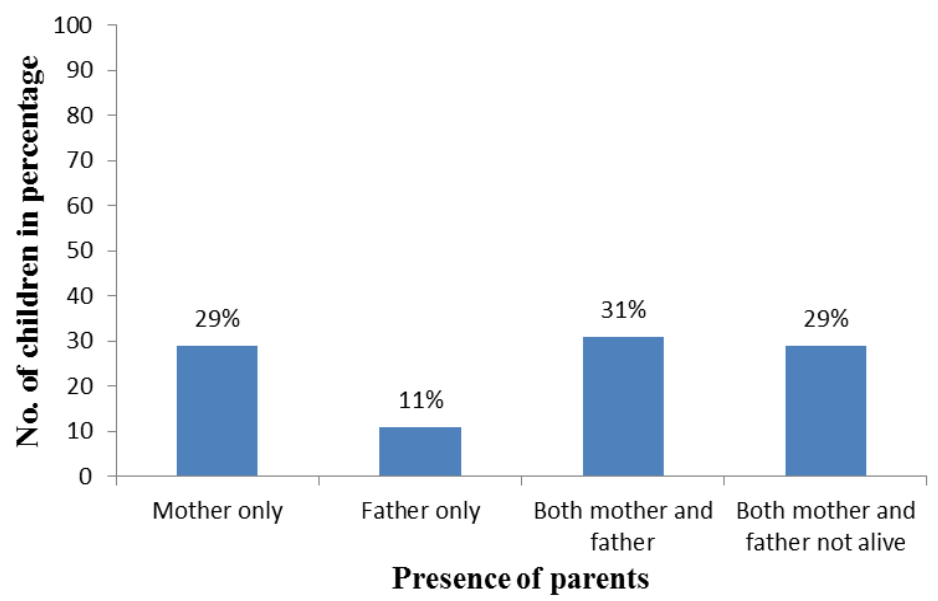
S. No	Presence of parents	Number of Participants	
		Frequency	Percentage (%)
1.	Mother only	13	29
2.	Father only	5	11
3.	Both mother and father	14	31
4.	Both mother and father not alive	13	29

The above table shows that 14 (31%) children had both mother and father, 13 (29%) children had only mother and another 13 children had lost their both father and mother and a least of 5 (11%) had only father.(Figure 4.5)

**Figure 4.4**  
**Distribution of Children at Selected Orphanages Based on the**  
**Standard of Study**



**Figure 4.5**  
**Distribution of Children at Selected Orphanage Based on the**  
**Presence of their Parents**

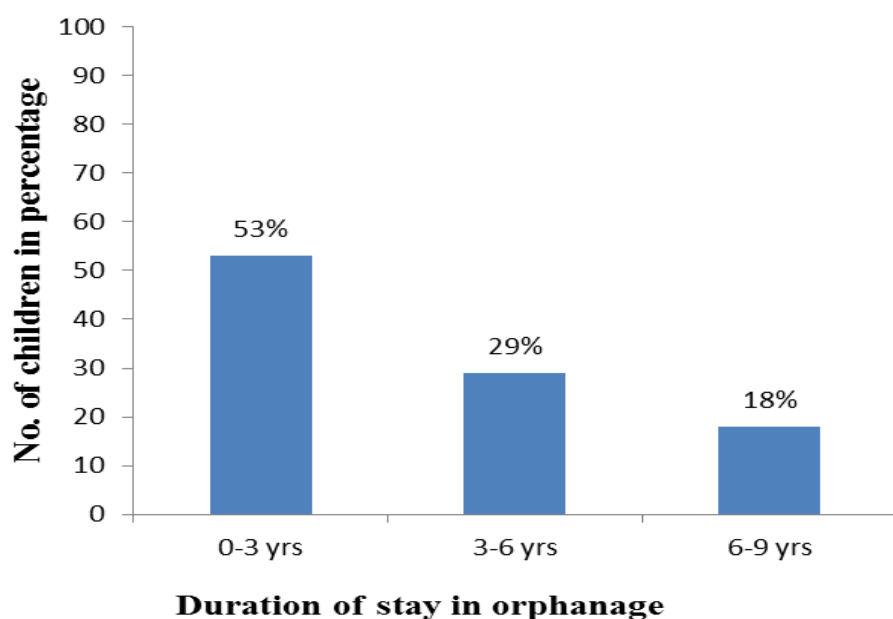


**Table 4.6**  
**Frequency Distribution of Children at Selected Orphanages**  
**Based on Duration of Stay**

S. No	Duration of stay in Orphanage	Number of Participants	
		Frequency	Percentage (%)
1.	0-3 yrs	24	53
2.	3-6 yrs	13	29
3.	6-9 yrs	8	18

Data on duration of stay at orphanage reveals that, 24 (53%) children were staying in the orphanage for 0-3 years, 13 (29%) were between 3-6 years and a least of 8 (18%) were between 6-9 years of stay in the orphanage.

**Figure 4.6**  
**Distribution of Children at Selected Orphanages Based on**  
**Duration of Stay**



## **SECTION II**

### **4.2 Assessment of Stress Among Children at Selected Orphanages**

This section deals with the assessment of level of stress and different aspects of stress among children at orphanage. The level of stress among children was assessed using structured stress assessment questionnaire. It was categorized as Good control over stress, Low level of stress, Medium level of stress and High level of stress. Collected data were organized, analyzed and presented based on the following headings.

- i. Assessment on level of stress among children at selected orphanages before Bibliotherapy
- ii. Assessment on different aspects of stress among children at selected orphanages before Bibliotherapy.



**Table 4.7**  
**Assessment on level of Stress Among Children at Selected Orphanages**  
**Before Bibliotherapy**

**n=45**

<b>S. No</b>	<b>Level of stress</b>	<b>Number of Participants</b>	
		<b>Frequency</b>	<b>Percentage (%)</b>
1.	Good control over stress	-	-
2.	Low level of stress	41	91
3.	Medium level of stress	4	9
4.	High level of stress	-	-

The above table shows the distribution of children based on the level of stress before Bibliotherapy. Forty five (45) children were assessed among which, 41 (91%) children had low level of stress and 4 (9%) children had medium level of stress and no one had good control over stress.

**Table 4.8**

**Assessment on Different Aspects of Stress Among Children at Selected  
Orphanages before Bibliotherapy**

**n=45**

<b>S. No</b>	<b>Aspect of Stress</b>	<b>Max.Score</b>	<b>Mean Value</b>	<b>Mean Percentage (%)</b>
1.	Physical aspect	28	11.95	42.67
2.	Behavioral aspect	28	12.4	44.28
3.	Emotional aspect	28	11.13	39.75
4.	Social aspect	28	11.37	40.60
5.	Academic aspect	28	12.46	44.28

The above table shows the assessment on different aspects of stress before Bibliotherapy. The maximum possible score in each aspect is 28. Among the five aspects, the pretest mean score was highest (12.46) in academic aspect and lowest (11.13) in emotional aspect.

### **SECTION III**

#### **4.3 Effect of Bibliotherapy on Stress Among Children at Selected Orphanages**

This section deals with the analysis and interpretation of the effect of Bibliotherapy on stress among children at orphanage. The level of stress and various aspects of stress among children at orphanage were assessed using structured stress assessment questionnaire after Bibliotherapy. The collected data were organized, analyzed and presented based on the objectives using descriptive and inferential statistics.

Analyzed data is presented in the following headings.

- i. Assessment on level of stress among children at selected orphanages before and after Bibliotherapy
- ii. Assessment on different aspects of stress among children at selected orphanages before and after Bibliotherapy.
- iii. Analysis on effect of Bibliotherapy on stress among children at selected orphanages.
- iv. Analysis on effect of Bibliotherapy on different aspects of stress.

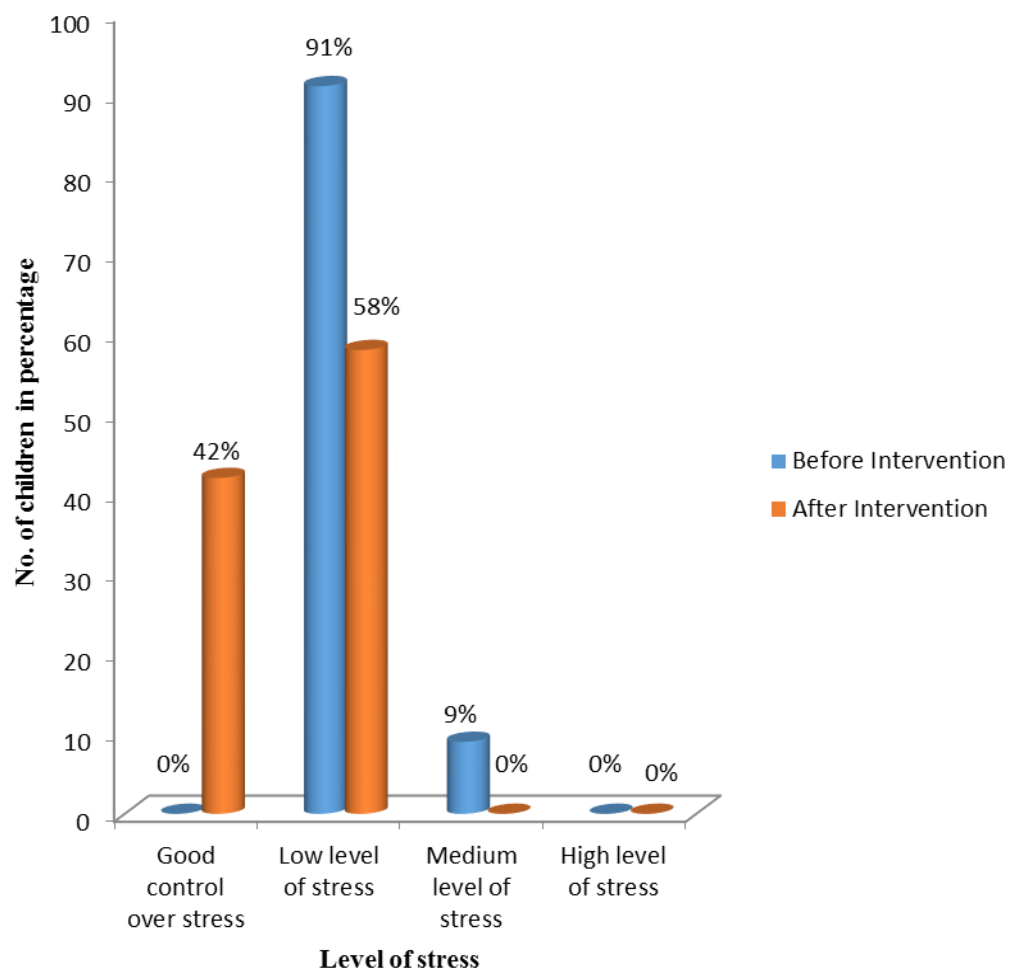
**Table 4.9**  
**Assessment on Level of Stress Among Children at Selected Orphanages**  
**Before and After Bibliotherapy**

**n=45**

S. No.	Level of stress	Before Intervention		After Intervention	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Good control over stress	-	-	19	42
2.	Low level of stress	41	91	26	58
3.	Medium level of stress	4	9	-	-
4.	High level of stress	-	-	-	-

The above table shows the assessment on level of stress among children at selected orphanages before and after Bibliotherapy. Before Intervention, 41 (91%) children had low level of stress and 4 (9%) had medium level of stress and no one had good control over stress. After Intervention, 19 (42%) children had good control over stress and 26 (58%) children had low level of stress and no one had medium level of stress.

**Figure 4.7**  
**Assessment on level of Stress Among Children at Selected Orphanages**  
**Before and After Bibliotherapy**



**Table 4.10**

**Assessment on Different Aspects of Stress Among Children at Selected  
Orphanages Before and After Bibliotherapy**

**n=45**

<b>S. No</b>	<b>Aspects of Stress</b>	<b>Max. Score</b>	<b>Before Intervention</b>		<b>After Intervention</b>	
			<b>Mean Value</b>	<b>Mean Percentage (%)</b>	<b>Mean Value</b>	<b>Mean Percentage (%)</b>
1.	Physical aspect	28	11.95	42.67	8.31	29.67
2.	Behavioral aspect	28	12.4	44.28	7.71	27.53
3.	Emotional aspect	28	11.13	39.75	9.17	32.75
4.	social aspect	28	11.37	40.6	6.46	23.07
5.	Academic aspect	28	12.46	44.28	8.2	29.28

The above table shows the assessment on different aspects of stress before and after Bibliotherapy. The maximum possible score in each aspect is 28. Among the five aspects, before intervention the mean score was highest (12.46) in academic aspect and lowest (11.13) in emotional aspect. After intervention the mean score was highest (9.17) in emotional aspect and lowest (6.46) in social aspect.

**Table 4.11**

**Analysis on Effect of Bibliotherapy on Stress Among Children at  
Selected Orphanages**

**n=45**

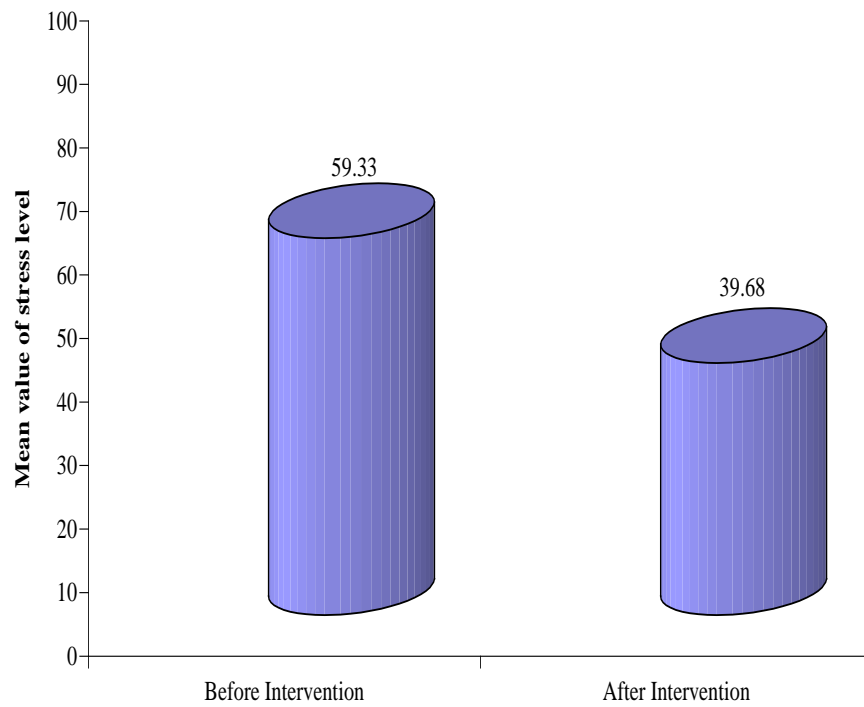
<b>S. No.</b>	<b>Content</b>	<b>Mean</b>	<b>Standard deviation</b>	<b>Mean difference</b>	<b>'t' value</b>
1.	Before Intervention	59.33	13.07	19.65	8.10***
2.	After Intervention	39.68	8.07		

\*\*\*Significant at 0.001 level

Paired 't' test was used to assess the effect of Bibliotherapy on stress among children at selected orphanages. The mean scores of stress before and after Bibliotherapy were, 59.33 and 39.68, with the standard deviation of 13.07 and 8.07 respectively. The calculated 't' value 8.10 was compared with the table value (3.526) at 0.001 ( $p < 0.001$ ) level of significance. The calculated 't' value is greater than the table value. Thus the research hypothesis "There is a significant difference in the level of stress among children at selected orphanage before and after Bibliotherapy" was accepted at 0.001 level of significance. Hence Bibliotherapy was effective in reducing stress among children at orphanage.

**Figure 4.8**

**Analysis on Effect of Bibliotherapy on Stress Among Children at  
Selected Orphanages**





**Table 4.12****Analysis on Effect of Bibliotherapy on Different Aspects of Stress Among Children at Selected Orphanages****n = 45**

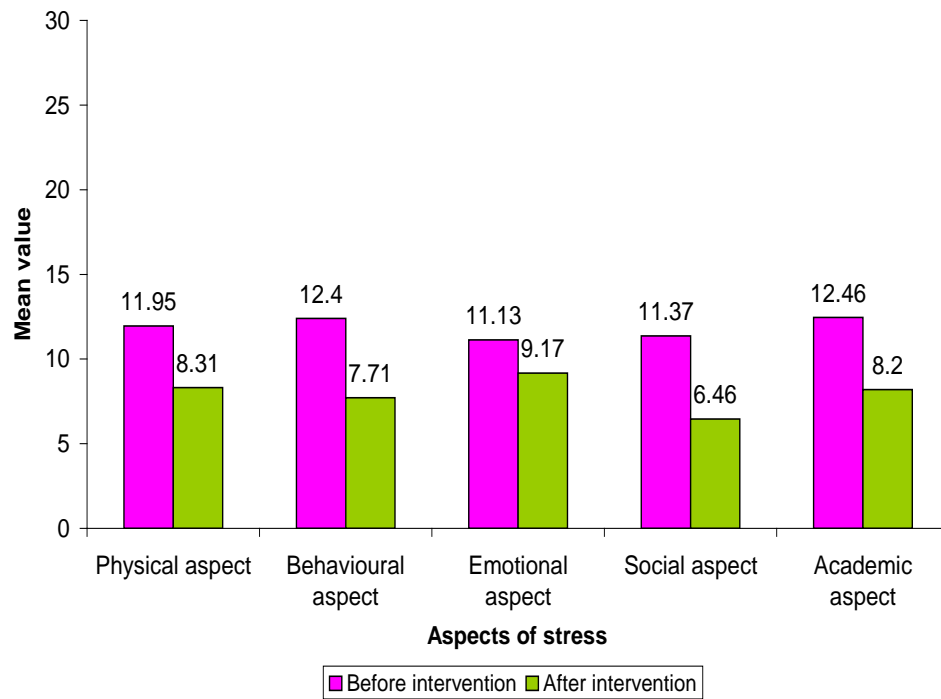
<b>S. No</b>	<b>Aspects of Stress</b>	<b>Max. Score</b>	<b>Before Intervention</b>		<b>After Intervention</b>		<b>Mean Difference</b>	<b>Standard Deviation</b>	<b>'t' value</b>
			<b>Mean</b>	<b>Mean Percentage (%)</b>	<b>Mean</b>	<b>Mean Percentage (%)</b>			
1	Physical aspect	28	11.95	42.67	8.31	29.67	3.64	5.96	4.22*
2	behavioral aspect	28	12.4	44.28	7.71	27.53	4.69	6.46	5.16*
3	emotional aspect	28	11.13	39.75	9.17	32.75	1.96	5.70	2.29*
4	social aspect	28	11.37	40.6	6.46	23.07	4.91	5.61	5.90*
5	Academic aspect	28	12.46	44.28	8.2	29.28	4.26	6.46	4.36*

\*Significant at 0.05 level

The above table shows the analysis of effect of Bibliotherapy on different aspects of stress. The maximum possible score in each aspect is 28. Among the five aspects, before intervention the mean score was highest (12.46) in academic aspect and lowest (11.13) in emotional aspect. After intervention the mean score was highest (9.17) in emotional aspect and lowest (6.46) in social aspect. The mean difference was highest (4.91) in social aspect and lowest (1.96) in emotional aspect.

The difference in scores for each aspect was compared and it is clear from the above table that there was a significant reduction of stress in all aspects. The calculated 't' value for each aspect is more than the table value and it is statistically significant at 0.05 level. Hence there is a significant difference seen between different aspects of stress before and after intervention. The highest reduction of stress is found in the social aspect and the lowest reduction of stress is found in the emotional aspect.

**Figure 4.9**  
**Analysis on Effect of Bibliotherapy on Different Aspects of Stress Among**  
**Children at Selected Orphanages**



## **SECTION IV**

### **4.4 Association Between Selected Demographic Variables and Pretest Scores of Children at Orphanage**

Chi-Square (with Yates correction) test was used to find out the influence of selected demographic variables on the level of stress among children at selected orphanages. The selected demographic variables were Age, Gender, Religion, Presence of parents and Duration of the stay in orphanage.

**Table 4.13**

**Association Between Selected Demographic Variables and Pretest Scores of Children at Selected Orphanages**

**n = 45**

S. No	Variable	Category	Frequency	Level of Stress		$\chi^2$ Value	Table Value
				L	M		
1.	Age	10 yrs	2	2	-	1.2 (NS)	7.82 (3 df)
		11 yrs	4	4	-		
		12 yrs	9	8	1		
		13 yrs	30	27	3		
2.	Gender	Male	25	23	2	0.48 (NS)	3.84 (1 df)
		Female	20	18	2		
3.	Religion	Hindu	33	30	3	0.2 (NS)	3.84 (1 df)
		Christian	12	11	1		
4.	Presence of parents	Mother only	5	5	-	7.8 (NS)	7.82 (3 df)
		Father only	12	10	2		
		Mother and Father alive	15	14	1		
		Mother and Father not alive	13	13	-		
5.	Duration of stay in orphanage	0-3 yrs	24	23	1	0.38 (NS)	5.99 (2 df)
		3-6 yrs	13	11	2		
		6-9 yrs	8	7	1		

NS = Not Significant (at 0.05 level)

The above table shows the association of the selected demographic variables and the level of stress among children at selected orphanages. The findings reveal that the pretest level of stress was not significantly associated with the selected demographic variables like age, gender, religion, presence of parents and duration of stay in orphanage.

Hence the alternative hypothesis, "There will be a significant association between the selected demographic variables and pretest scores of children at selected orphanages" was rejected.

## **RESULTS AND DISCUSSION**

This chapter deals with the interpretation of the results and discussion of the findings. The main aim of the study is to assess the effect of Bibliotherapy on stress among children at selected orphanages. The study was conducted in Don Bosco Anbuillam and Maryalaya orphanages, Coimbatore. The findings are discussed based on the objectives of the study.

### **5.1 Findings Related to Demographic Variables Among Children at Selected Orphanages**

In the present study, 45 samples were included. The age distribution reveals that, majority (67%) of children belong to the age group of 13 years and a least of 4% were 10 years. A study conducted by Proselkova (1995) on level of stress reported that majority of them were adolescents.

Data on gender reveals that, majority (56%) of children were Male and 44% were Female.

On considering religion, majority (73%) of children were Hindus and 27% were Christians. It was similar to the study conducted by Premkumar.et al (2014) in which majority (50.6%) of orphan children belonged to Hindu religion.

Data on standard of study reveals that majority (44%) of children belongs to 7<sup>th</sup> standard and a least of 9% belongs to 6<sup>th</sup> standard.

Majority (31%) of children had both mother and father and a least of 11% had only father.

Data on duration of stay at orphanage reveals that, majority (53%) of children staying for 0-3 years and a least of 18% staying for 6-9 year.

## **5.2 Objective 1 : Assess the level of Stress Among Children at Selected Orphanages**

Among 45 children at selected orphanages, 91% had low level of stress 9% had medium level of stress and no one had good control over stress. These findings were similar to the study conducted by Parikh (2007) on psychological wellbeing and stress of orphaned children, concluded that the orphans not only had unmet basic needs but also had markedly increased stress. A study conducted by Godfrey et al (2009) also observed stress among orphan children.

The assessment on different aspects of stress before Bibliotherapy shows that among the five aspects, the pretest mean score was highest (12.46) in academic aspect and lowest (11.13) in emotional aspect.

## **5.3 Objective 2 : Evaluate the Effect of Bibliotherapy on Stress Among Children at Selected Orphanages**

Assessment on level of stress after Bibliotherapy revealed that there was a reduction of the level of stress among children at selected orphanages. Among 45 children, 19 (42%) children had good control over stress and 26 (58%) children had low level of stress and no one had medium level and high level of stress after intervention.

The assessment on different aspects of stress before and after Bibliotherapy shows that among the five aspects, before intervention the mean score was highest (12.46) in academic aspect and lowest (11.13) in emotional aspect. After intervention the mean score was highest (9.17) in emotional aspect and lowest (6.46) in social aspect.



Paired 't' test was also used to assess the effect of Bibliotherapy on stress among children at selected orphanages. The mean scores of stress before and after Bibliotherapy were 59.33 and 39.68, with the standard deviation of 13.07 and 8.07 respectively. The calculated 't' value, 8.10 was compared with the table value (3.526) at 0.001 level of significance. The calculated 't' value is greater than the table value. Thus the research hypothesis "There is a significant difference in the level of stress among children at selected orphanages before and after Bibliotherapy" was accepted at 0.01 level of significance. Hence Bibliotherapy was effective in reducing stress among children at orphanage. The findings were similar to the study conducted by Jensen (2001) on effect of Bibliotherapy on stress / worry among inner-city first grade students. The result showed that a percentage of first grade students participating in Bibliotherapy, lessened their stress and worries and also Marrs (1995) conducted a large and statistically rigorous meta-analysis which reached the overall conclusion that Bibliotherapy had a positive therapeutic effect on stress.

#### **5.4 Effect of Bibliotherapy on Different Aspects of Stress at Selected Orphanages**

The maximum possible score in each aspect is 28. Among the five aspects, the pretest mean score was highest (12.46) in academic aspect and the posttest mean score was lowest (11.13) in emotional aspect. The posttest mean score was highest (9.17) in emotional aspect and lowest (6.46) in social aspect. The mean difference (4.91) and mean percentage (17.53) was highest in social aspect and lowest mean difference (1.96) and mean percentage (6.96) was in emotional aspect. The difference in scores for each aspect was compared and it is clear that

there was a significant reduction of stress in all aspects. It was statistically significant at 0.05 levels. The highest reduction of stress is found in the social aspect and the lowest reduction of stress is found in the emotional aspect. The findings were similar to the experimental study conducted by Wei Fu (2010) on coping with stress through Bibliotherapy- the effect of reading Zhuang zi's fables and revealed significant reduction in various aspects of stress.

### **5.5 Association Between Selected Demographic Variables and Pretest Scores of Stress**

Chi-Square (with Yates correction) test was used to find out the influence of selected demographic variables on the level of stress among children residing in orphanage. The findings reveal that the pretest level of stress was not significantly associated with the selected demographic variables like age, gender, religion, presence of parents and duration of stay in orphanage. Hence the alternative hypothesis, "There will be a significant association between the pretest stress levels of children at selected orphanages with selected demographic variables" was rejected. These findings were similar to studies of Cluver et al (2005) on mental health outcomes for urban children living in deprived settlements in Cape Town and Mohit (2008) on perceived stress and coping strategies of orphaned children in selected settings at Bangalore.

## **SUMMARY AND CONCLUSION**

This chapter summarizes the major findings, limitations, suggestions, recommendations and implications in the field of nursing education, nursing administration, nursing practice and nursing research.

This study was conducted with an aim of identifying the effect of Bibliotherapy on stress among children at selected orphanages. Stress is a state of mental or emotional strain or tension resulting from adverse or demanding circumstances. Bibliotherapy is an effective method of reducing stress among children at orphanages.

The proposed conceptual framework for the present study was Modified General System Theory. Review of literature brought out many facts about stress among children at selected orphanages and Bibliotherapy to reduce stress. A pre-experimental one group pretest post test design was used for the study.

This study was conducted at selected orphanages namely Don Bosco Anbuillam and Maryalaya Orphanage in Coimbatore. 45 Samples were selected for the study through purposive sampling method. On the first day of data collection a structured stress assessment questionnaire was used to assess the level of stress. Bibliotherapy was administered by the researcher for a period of thirty days among children with stress at selected orphanages. Posttest was done on the last day using the same structured stress assessment questionnaire. Paired 't' test

was used to find out the effect of Bibliotherapy on stress among children at selected orphanages.

## **6.1 Major Findings of the Study**

- 6.1.1 Majority of children belongs to 13 years of age (67%).
- 6.1.2 Maximum number of children were male (56%).
- 6.1.3 Majority of the children belongs to Hindu religion (73%).
- 6.1.4 Majority of children were studying in 7<sup>th</sup> standard (44%).
- 6.1.5 Most of the children have both mother and father (31%).
- 6.1.6 Majority of children staying at orphanage for 0-3 years (53%).
- 6.1.7 In the pretest 91% of children had low level of stress and no one had good control over stress. In posttest 42% of children had good control over stress and only 58% had low level of stress.
- 6.1.8 There was significant reduction in the level of stress among children at selected orphanages after Bibliotherapy.
- 6.1.9 There was significant reduction of stress in different aspects of stress. The highest reduction of stress was found in the social aspect and lowest reduction of stress was found in the emotional aspect.
- 6.1.10 There was no significant association between the selected demographic variable (age, gender, religion, standard of study, presence of parents and duration of stay in orphanage) and pretest scores.
- 6.1.11 Bibliotherapy was effective in reducing stress among children at orphanage.

## **6.2 Limitations**

- 6.2.1 The study was limited to 45 samples.
- 6.2.2 The study was limited to one group pretest posttest design.
- 6.2.3 Books used for Bibliotherapy were only moral story books.
- 6.2.4 The Bibliotherapy was given during the play hours of children.

## **6.3 Suggestions for Further Study**

- 6.3.1 The study can be replicated with larger samples which will facilitate more reliable results.
- 6.3.2 A similar study can be conducted with control group.
- 6.3.3 A similar study can be conducted among hospitalized children to reduce stress.
- 6.3.4 A comparative study can be conducted to identify the effect of Bibliotherapy on stress among orphan and non-orphan children.
- 6.3.5 A comparative study can be conducted by using various types of books.
- 6.3.6 The study can be conducted to find out effectiveness of Bibliotherapy and counseling in reducing emotional problems among children.

## **6.4 Recommendations**

- 6.4.1 Periodic assessment of physical and psychological wellbeing of children at orphanage should be conducted.
- 6.4.2 Awareness can be created about Bibliotherapy through various programs among care takers at orphanages.
- 6.4.3 Library facility should be provided for children at orphanages and it should have adequate number of moral story books.
- 6.4.4 Children should be given time to read books in the library at orphanages.

## **6.5 Nursing Implications**

### **6.5.1 Nursing Education**

The nursing curriculum should include the Bibliotherapy also one of the alternative and complementary therapy, since Bibliotherapy is effective to treat various psychological problems of children as well as adults.

Bibliotherapy is one of the alternative and complementary therapies which is very effective to treat various psychological problems of children as well as adults. Therefore nursing education must include the literature of Bibliotherapy and make the nurses aware of the importance of Bibliotherapy.

### **6.5.2 Nursing Practice**

The nurses should be equipped with the knowledge of Bibliotherapy and it is an effective method to treat various psychological problems among children and adults. They should apply this knowledge in clinical and community settings to treat clients with various psychological problems.

### **6.5.3 Nursing Administration**

The nurse administrators should take an initiative to create policies or plans in providing library facilities and adequate number of books for clients. Being highly economical and less expensive, the nurse administrator should promote the use of Bibliotherapy in various settings. The administrators can arrange continuing nursing education program on Bibliotherapy for all the staff in the hospital.

### **6.5.4 Nursing Research**

Usage of Bibliotherapy by the nurses is relatively an unexplored area as far as in India is concerned. Research can be done on the effect of different types of

books on stress in a particular age group. The findings of the present study is helpful for the nursing professionals to conduct further studies to find out the effectiveness of various methods of reducing stress. It adds valuable knowledge which can be used as an Evidence Based Practice.

## **6.6 Conclusion**

Stress is a state of mental or emotional strain or tension resulting from adverse or demanding circumstances. In small doses, it can do no harm but when you're constantly running in emergency mode, your mind and body pays for it. With different forms of therapy today it's tough to know which are the most effective for which condition, but Bibliotherapy is the common technique used in current medical professions, especially in respect of children. In the present study, the researcher adopted Bibliotherapy to children who are in the state of stress and the result revealed that there was a substantial reduction in the level of stress. Hence it is proved that Bibliotherapy is effective in reducing stress among children at orphanages.

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**ASSESSMENT OF STRESS AMONG CHILDREN AT SELECTED  
ORPHANAGE**

**SECTION-A  
DEMOGRAPHIC PROFILE**

1. Sample number :
2. Age :
3. Gender :
4. Religion :
5. Education level /Standard :
6. Parents : Mother only /Father only/  
Both mother and father /  
No father and mother
7. Duration of stay in the orphanage :

**SECTION-B  
STRESS ASSESSMENT QUESTIONNAIRE**

S.NO	STATEMENT	N	R	S	O	VO
<b>I</b>	<b>Physical Aspect</b>					
1	I get tired easily					
2	I find it difficult to sleep					
3	I have weight loss					
4	I have frequent headache					
5	I usually have stomach ache without any reason					
6	I have mouth ulcer					



S.NO	STATEMENT	N	R	S	O	VO
7	I feel I am left with hardly any time for exercise					
<b>II</b>	<b>Behavioural Aspect</b>					
1	I usually withdraw from any activity					
2	I get fear of unknown things					
3	I worry for simple things					
4	I cry for simple reason					
5	I prefer to eat too much/too less					
6	I prefer to sleep too much/too less					
7	I no longer do things once I very much liked to do					
<b>III</b>	<b>Emotional Aspect</b>					
1	I get upset when someone ask about my parents					
2	I find it hard to calm down after something upsets me					
3	I am not interested in doing daily activities					
4	I get tension for simple task					
5	I feel sad/depressed					
6	I feel nobody cares for me					
7	I find myself angry towards friends unnecessarily					
<b>IV</b>	<b>Social Aspect</b>					
1	I do not have enough money to pay for my basic expenses					
2	I will not share everything with my friends					
3	I am not interested to play with others					
4	I feel insecure because of too much competition in getting good grades and good job					

<b>S.NO</b>	<b>STATEMENT</b>	<b>N</b>	<b>R</b>	<b>S</b>	<b>O</b>	<b>VO</b>
5	I have no friends					
6	I refuse to obey the words of caretakers					
7	I prefer to be alone					
<b>V</b>	<b>Academic Aspect</b>					
1	I cannot pay attention in class					
2	I do not understand what my teacher teaches					
3	I am not sure ,if I am able to do well in school					
4	I have too many assignments					
5	I am late for class					
6	I feel I have too much pressure because of my studies and examinations					
7	My attendance is poor					

## **SCORING**

The response is measured in five point scale from Never to Very often.

Never – 0

Rarely – 1

Sometimes – 2

Often – 3

Very often – 4

## **INTERPRETATION**

0-34 : Good control over stress

35-69 : Low level of stress

70-104 : Medium level of stress

105-140 : High level of stress

**காப்பகத்தில் தங்கிருக்கும் குழந்தைகளின் மன அழுத்தத்தை  
சோதித்தல்  
பகுதி-அ**

**பொதுவான விபரம்**

- 1 எண்
- 2 வயது :
- 3 பாலினம் : ஆண் / பெண்
- 4 மதம் :
- 5 கல்வித் தகுதி/ வகுப்பு :
- 6 பெற்றோர் : அம்மா மட்டும் / அப்பா மட்டும்  
இருவரும் / இருவரும்  
உள்ளனர் இல்லை
- 7 காப்பகத்தில் தங்கயிருக்கும் :  
காலம்

**பகுதி-ஆ**

**மன அழுத்தத்தை சோதிக்கும் கேள்விகள்**

வ. எண்	பொருளடக்கம்	எப்போது ம் இல்லை	அரியதாக	சில நேரங்களில்	அடிக்கடி	மிக அடிக்கடி
<b>உடல் ரீதியான கேள்விகள்</b>						
1	நான் மிக சோர்வடைகிறேன்.					
2	தூங்குவதற்கு சிரமத்தை உணர்கிறேன்.					
3	எனக்கு உடல் எடை குறையவில்லை.					
4	எனக்கு அடிக்கடி தலைவி வருகிறது.					
5	எனக்கு வழக்கமாக எந்த காரணங்களும் இல்லாமல் வயிற்றுவலி					

	வருகிறது.					
6	எனக்கு வாய்ப்பு உள்ளது					
7	எனக்கு உடற்பயிற்சி செய்வதற்கு தகுந்த நேரமே அமையவில்லை.					
<b>செயல் ரீதியான கேள்விகள்</b>						
1	நான் எந்தவொரு செயல்களிலும் இருந்து விலகி இருப்பேன்.					
2	எனக்கு தெரியாத செயல்களினால் பயமடைகிறேன்.					
3	நான் சிறிய காரியங்களுக்கும் கவலைப்படுகிறேன்.					
4	நான் சிறிய காரியங்களுக்கும் அழுகிறேன்.					
5	நான் மிக குறைவாக சாப்பிடுவதற்கு விருப்பப்படுகிறேன்.					
6	நான் மிக குறைவாக தூங்குவதற்கு விருப்பப்படுகிறேன்.					
7	எனக்கு பிடித்த செயலை செய்ய ஒரு போதும் முடியவில்லை.					

<b>மன ரீதியான கேள்விகள்</b>						
1	என்னிடம் யாராவது என்னுடைய பெற்றோரை பற்றி கேட்டால் நான் கவலைப்படுகிறேன்.					
2	நான் கவனமாக					

	இருக்கும் போது, மனதை அமைதிபடுத்த மிகவும் சிரமப்படுகிறன்.					
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3	எனக்கு தினசரி வேலைகளை செய்வதில் ஆர்வமில்லை.					
4	நான் சிறிய வேலைகளுக்கும் / செயல்களுக்கும் கூட படபடப்பு அடைகிறேன்.					
5	நான் மிக கவலையாக / மன அழுத்தமாக உணர்கிறேன்.					
6	என்னை யாரும் கவனிக்கவில்லை என் உணர்கிறேன்.					
7	நான் என்னுடைய நண்பர்களிடம் தேவையில்லாமல் என்னுடைய கோபத்தை காட்டுகிறேன்.					

**சமூக ரீதியான கேள்விகள்**

1	என்னுடைய அடிப்படை செலவுகள் சந்திக்க என்னிடம் போதுமான பணம் இல்லை.					
2	என்னுடைய நண்பர்களிடம் எதையும் பகிர்ந்து கொள்ள மாட்டேன்.					
3	மற்றவர்களிடம் சேர்ந்து விளையாடுவதில் எனக்கு ஆர்வமில்லை.					
4	நல்ல வேலைக்கும், நல்ல தகுதிக்கும்					

	நிறைய போட்டிகள் இருப்பதால் நான் பாதுகாப்பற்ற நிலையில் இருப்பதாக உணர்கிறேன்.					
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5	எனக்கு எந்த நண்பர்களும் கிடையாது.					
6	நான் என்னுடைய பாதுகாவலர்களின் வார்த்தைகளை மறுக்கிறேன்.					
7	நான் தனியாக இருப்பதையே விரும்புகிறேன்.					

**கல்வி ரீதியான கேள்விகள்**

1	என்னால் வகுப்பறையில் கவனம் செலுத்த முடியவில்லை.					
2	என்னுடைய ஆசிரியர்கள் கற்பிப்பதை என்னால் புரிந்து கொள்ள முடியவில்லை.					
3	நான் நன்றாக பள்ளியில் படிக்க முடியும் என்று உறுதியாக கூற முடியவில்லை.					
4	எனக்கு நிறைய எழுத்து மற்றும் படிப்பு வேலைகள் இருக்கிறது.					
5	நான் வகுப்பறைக்கு தாமதமாக வருகிறேன்.					
6	படிப்பிலும் தேர்விலும் மன அழுத்தத்தை உணர்கிறேன்.					
7	பள்ளியில் என்னுடைய வருகை					

	பதிவு மிகவும் குறைவு					
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# Acknowledgement

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# **Chapter – III**

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# **Chapter –IV**

## **Data Analysis and Interpretation**

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# **Chapter –V**

## **Results and Discussion**

---

## **Chapter –VI**

# **Summary and Conclusion**

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## References

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# List of Appendices

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# Appendices

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MS.Hridya P.V

M.Sc (Nursing) I year,

College Of Nursing, SRIPMS,

Coimbatore.

To

Dr. P.K. Saleel ;  
Medical guide  
Sri Ramakrishna hospital

Through

The Principal,

College Of Nursing,

SRIPMS,

Coimbatore.

Respected Sir/Madam,

Subject: Requesting permission to conduct study

I am Ms. Hridya P.V doing my 1<sup>st</sup> year M.Sc Nursing in Sri Ramakrishna Institute of Paramedical Sciences and as a part of my M.Sc Nursing Program. I have undertaken the following study for my research "**Effectiveness of Bibliotherapy on stress among orphan children in selected orphanage, Coimbatore**". I would like to do the above said study in your reputed institution. I humbly request you to grant me the permission to conduct the study in your esteemed institution. Here with I am attaching a brief copy of the research proposal.

Thanking you.

Date:

Place:

  
PRINCIPAL  
College of Nursing

Sri Ramakrishna Institute of Paramedical Sciences

Yours sincerely

  
MS. Hridya

MS.Hridya P.V

M.Sc (Nursing) I year,

College Of Nursing, SRIPMS,

Coimbatore.

To

Managing director,  
Don Bosco Anbu illam,  
Ukkadam

Through

The Principal,

College Of Nursing,

SRIPMS,

Coimbatore.

Respected Sir/Madam,

Subject: Requesting permission to conduct study

I am Ms. Hridya P.V doing my 1<sup>st</sup> year M.Sc Nursing in Sri Ramakrishna Institute of Paramedical Sciences and as a part of my M.Sc Nursing Program. I have undertaken the following study for my research "**Effectiveness of Bibliotherapy on stress among orphan children in selected orphanage, Coimbatore**". I would like to do the above said study in your reputed institution. I humbly request you to grant me the permission to conduct the study in your esteemed institution. Here with I am attaching a brief copy of the research proposal.

Thanking you.

Date:

Place:

  
PRINCIPAL

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Yours sincerely



MS. Hridya

MS.Hridya P.V

M.Sc (Nursing) 1 year,

College Of Nursing, SRIPMS,

Coimbatore.

To

Managing director,  
Kovai Auxilium Selesian Sister's Society  
Mangalaya, Ganapathy

Through

The Principal,

College Of Nursing,

SRIPMS,

Coimbatore.

Respected Sir/Madam,

Subject: Requesting permission to conduct study

I am Ms. Hridya P.V doing my 1<sup>st</sup> year M.Sc Nursing in Sri Ramakrishna Institute of Paramedical Sciences and as a part of my M.Sc Nursing Program. I have undertaken the following study for my research "**Effectiveness of Bibliotherapy on stress among orphan children in selected orphanage, Coimbatore**". I would like to do the above said study in your reputed institution. I humbly request you to grant me the permission to conduct the study in your esteemed institution. Here with I am attaching a brief copy of the research proposal.

Thanking you.

Date:

Place:



PRINCIPAL  
College of Nursing

Sri Ramakrishna Institute of Paramedical Sciences  
Coimbatore - 641014

Yours sincerely



MS. Hridya



Address: Vice principal  
Institute of Nursing  
G.K.N.M. Hospital

Kindly validate each section in the tool and mark wherever applicable.

S.NO	SECTIONS OF THE TOOL	STRONGLY AGREE	AGREE	NEED NOTIFICATION	REMARKS
1.	SECTION-A	✓			
2.	SECTION-B	✓			
3.	SECTION-C	✓			

Total content of the tool: Adequate/Inadequate ✓

Date: 27/12/13

P. Shanthi  
Signature of the Ex

SHANTHI P.  
VICE PRINCIPAL  
INSTITUTE OF NURSING  
G.K.N.M. HOSPITAL  
COIMBATORE - 641 031

From

Ms. Hridya.p.v,  
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College Of Nursing, SRIPMS,  
Coimbatore.

To

P. Shanthi  
Vice-Principal  
G.K.N.M College

Through

The Principal,  
College Of Nursing, SRIPMS,  
Coimbatore.

Respected Sir/Madam,

Subject: Requesting permission to validate the tool and content

I am Ms. Hridya.p.v, doing my 11<sup>st</sup> year M.Sc Nursing in Sri Ramakrishna Institute of Paramedical Sciences and as a part of my M.Sc Nursing Program. I have undertaken the following study for my research "**Effectiveness of Bibliotherapy on stress and anxiety in children in selected orphanages, coimbatore**". The following tool is tend to be used, hence I request you to kindly give me a valuable suggestion and necessary modification for the same.

Thanking you.

Coimbatore,

  
PRINCIPAL

yours sincerely

Hridya

## APPENDIX V

### CERTIFICATE OF ENGLISH EDITING

#### TO WHOMEVER IT MAY CONCERN

This is to certify that the Dessertation “EFFECT OF BIBLIOTHERAPY ON STRESS AMONG CHILDREN AT SELECTED ORPHANAGES, COIMBATORE” done by Hridya.p.v, II<sup>nd</sup> year M. Sc Nursing, College Of Nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore has been edited for English language appropriateness.

Name :

V.V.Issahac, MA(Eng)MA(Socio)M Phil(Edu)MBA(Hrm)

Designation :

V.V.Issahac, MA(Eng)MA(Socio)M Phil(Edu)  
Principal

Name of the Institution :

BHMTTI, THENNATTILAPARAMBA  
Kannamangalam West P.O.

Signature :



rom

Ms. Hridya.p.v,

M.Sc (Nursing) II year,

College Of Nursing, SRIPMS,

Coimbatore.

To

Prof. Emmerentia  
R.V.s College of nursing  
Sulur, Coimbatore

Through

The Principal,

College Of Nursing, SRIPMS,

Coimbatore.

Respected Sir/Madam,

Subject: Requesting permission to validate the tool and content

I am Ms. Hridya.p.v, doing my 11<sup>st</sup> year M.Sc Nursing in Sri Ramakrishna Institute of Paramedical Sciences and as a part of my M.Sc Nursing Program. I have undertaken the following study for my research **"Effectiveness of Bibliotherapy on stress among children in selected orphanages, coimbatore"**. The following tool is tend to be used, hence I request you to kindly give me a valuable suggestion and necessary modification for the same.

Thanking you.

Coimbatore,

yours sincerely,



Hridya.p.v



# CONTENT VALIDITY FORMAT

Name of the Expert: Prof. Emmerentia

Address: R.V.S College of Nursing  
Sulur, Coimbatore

Kindly validate each section in the tool and mark wherever applicable.

S.NO	SECTIONS OF THE TOOL	STRONGLY AGREE	AGREE	NEED NOTIFICATION	REMARKS
1.	SECTION-A		✓		
2.	SECTION-B	✓			
3.	SECTION-C		✓		

Total content of the tool: Adequate/Inadequate

Date: 27 / 12 / 13

  
Signature of the Expert



Name of the Expert: Dr. A. K. Jaleel, D.C.H

Address: Chief Paediatrician and Neonatologist

Kindly validate each section in the tool and mark wherever applicable.

S.NO	SECTIONS OF THE TOOL	STRONGLY AGREE	AGREE	NEED NOTIFICATION	REMARKS
1.	SECTION-A	✓			
2.	SECTION-B	✓			
3.	SECTION-C	✓			

Total content of the tool: Adequate/Inadequate

Date: 28/12/13

Signature of the Expert

Dr. A. K. Jaleel Ahmed D.C.H.  
Chief Paediatrician and Neonatologist,  
Regd. No: 25715.



From

Ms. Hridya.p.v,  
M.Sc (Nursing) II year,  
College Of Nursing, SRIPMS,  
Coimbatore.

To

*Prof: Parimala Devi,  
Department of pediatric nursing  
Kongnanadu College of nursing*

Through

The Principal,  
College Of Nursing, SRIPMS,  
Coimbatore.

Respected Sir/Madam,

Subject: Requesting permission to validate the tool and content

I am Ms. Hridya.p.v, doing my II<sup>st</sup> year M.Sc Nursing in Sri Ramakrishna Institute of Paramedical Sciences and as a part of my M.Sc Nursing Program. I have undertaken the following study for my research "**Effectiveness of Bibliotherapy on stress among children in selected orphanages, coimbatore**". The following tool is tend to be used, hence I request you to kindly give me a valuable suggestion and necessary modification for the same.

Thanking you.

Coimbatore,

*Parimala*  
PRINCIPAL

yours sincerely,  
*Hridya.p.v*  
Hridya.p.v



Address:

Readers  
Kongunadu College of Nursing  
CBE.

Kindly validate each section in the tool and mark wherever applicable.

S.NO	SECTIONS OF THE TOOL	STRONGLY AGREE	AGREE	NEED NOTIFICATION	REMARK
1.	SECTION-A		✓	✗	
2.	SECTION-B		✓		
3.	SECTION-C		✓		

✓  
Total content of the tool: Adequate/Inadequate

Date:

26/12/13

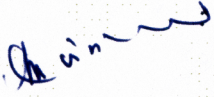


Signature of the Expert



This is to certify that the dissertation,"EFFECT OF BIBLIOTHERAPHY ON  
STRESS AMONG CHILDREN AT SELECTED ORPHANAGES COIMBATORE" done by  
SHRIDYA.P.V., II YEAR M.sc Nursing, College Of Nursing, Sri Ramakrishna Institute  
of Paramedical Sciences, Coimbatore has been edited for Tamil language appropriateness.

Name : : Mrs.Dr.K.Bhagyam  
Signature : :HOD Tamil Department  
Name of the Institution : :Sri Ramakrishna College Of Arts And Science  
Signature :

  
துறைத்தலைவர்  
தமிழ்த்துறை  
ஸ்ரீ இராமகிருஷ்ணா  
மகளிர் கலை அறிவியல் கல்லூரி  
கோயம்புத்தூர் - 641 044.